McFadden Language Series

Book Two

Language and Composition

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McFADDEN
Language Series

BOOK TWO

By

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A FOREWORD

BOOK TWO of the *McFadden Language Series* is intended for use in the fifth and sixth grades of the elementary schools.

Every lesson in the book has been put to the test of practical schoolroom use, not once but many times and by many teachers. Hence, the material is not untried nor are the lessons experimental.

The simplicity of the explanations and directions will, we believe, make a large number of children independent of the teacher's help.

The orderly introduction of one fact at a time accompanied by various drills and constant review assists in establishing correct habits of speaking and writing. This is the method of learning to do by doing.

A list of the language facts used and the page upon which each one occurs for the first time will be found at the close of the book.

Supplementary lessons are provided, since no new exercise should be attempted until the previous one is perfected.

The methods suggested to help the child correct his own errors not only relieve the teacher of unnecessary labor but become a potent factor in securing accuracy by bringing to the pupil's attention in a forcible way the particular points to which he must devote more study.

The oral work provides abundant drill upon current errors that can best be corrected by oral exercises. Provision is made, through the use of sentences to be formed and stories to be retold and constructed, for a direct application of the facts learned.

Interest is stimulated by the use of a variety of illustrative material.

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McFADDEN LANGUAGE SERIES

BOOK TWO

1. A STORY TO TELL

Read the following story carefully:

Why the Sea Is Salt

Once there were two brothers. One was rich and the other poor. It was nearly Christmas, and the poor man had nothing in the house for Christmas dinner. At last he decided to go to his brother and ask him for a small gift. The rich man was too surly even to answer his brother politely. He took down a fine ham and threw it at him, saying, "Go home, and don't let me see your face here again." The poor man thanked him, took the ham, and went away.

On his way home he had to pass through a great forest. In the middle of the forest he saw an old man cutting down trees.

"That is a fine ham you are carrying," said the old man. "If you will take it to the land of the dwarfs you may be able to make a good bargain with it. But don't take money for it. Take only the old hand mill which stands behind the door."

The poor man did as he was told. The dwarfs liked the smell of the ham, and swarmed around him in great numbers. But they did not wish to give up the old mill, and the poor man was about to go.

"Give him the old mill, then," said one.

So they gave him the mill and the man went home, leaving the ham for the dwarfs.

"Where have you been?" asked his wife.

"I have been a long way," said the poor man.

Then he put the mill on the table and said to it, "Grind." First out came wax candles, for the room was very dark. Then came a fire on the hearth, and a porridge pot boiling over it. Everything was ground out that would make them warm and comfortable that cold December day. The mill gave Christmas gifts, too, and a good Christmas dinner.

The next day, the people passing by the house on their way to church were astonished. There was glass in the windows instead of paper, and the poor man and his wife were wearing beautiful clothes.

"This is very strange," said every one.

Not long afterward, the rich brother was invited to a feast at the home of the poor brother.

"Who gave you all these things?" he asked.

The poor brother told the rich one all about the bargain he had made. He showed him the mill, and had it grind out beautiful things for the poor who had come to see the feast. The rich brother wished to borrow it, but the poor man had agreed never to lend it.

Soon the mill made the poor brother very rich, and he built for himself and his family a castle on a rock near the sea. One day a salt merchant came by and asked to buy the mill, but it was not for sale. That night the merchant broke into the castle and

stole the mill. He put it into a boat and set out to sea. When he was a little way out he said, "Mill, grind salt, nothing but salt." Soon all the bags were filled. Then the boat began to fill. "What shall we do now?" asked the merchant. But the mill would not stop grinding salt, and the ship sank.

The old hand mill is still at the bottom of the sea, grinding out salt. And the peasants of Norway and Denmark say this is the reason why the sea is salt.

Find in the story the following words and expressions, and use them in sentences:

there were	began	gave
had nothing	did	sank
let me see	saw	set out
as he was told	came	into a boat

Tell the story of why the sea is salt, using the following outline:

The poor brother.	Grinding out gifts.
The Christmas gift.	What the people said.
The old man's advice.	The feast.
The visit to the dwarfs.	The new home.
The arrival home.	Stealing the mill.

2. A REVIEW

Be ready to write from dictation:

1. New Year's Day
2. St. Valentine's Day
3. Easter Sunday
4. May Day
5. Decoration Day
6. Fourth of July
7. Lincoln's Birthday
8. Washington's Birthday
9. Hallowe'en
10. Thanksgiving
11. Christmas
12. Japan

13. China
14. Italy
15. Alaska
16. America
17. England
18. France
19. Germany
20. Spain
21. Scotland
22. Japanese
23. Chinese
24. Italians
25. Indians
26. Eskimos
27. Americans
28. English
29. French
30. German
31. Spanish
32. Scotch
33. ladies
34. women
35. mice
36. ponies
37. geese
38. woman
39. pony
40. mouse
41. knives
42. wolves
43. knife
44. wolf
45. boxes
46. flies
47. country
48. children
49. valleys
50. countries

2 A

Make a list of the words missed in lesson 2. Study them until you can write them correctly from memory. Be ready to write them from dictation.

3. A LETTER TO COPY

Copy the letter on the opposite page, writing the proper heading, salutation, and closing. Tom Morton lives in Albany, New York. He wrote the letter to his grandfather, Mr. A. J. Miller, who lives in Walton, New York.

Draw an envelope and address it.

I reached home at half-past four o'clock yesterday afternoon. Father and mother met me at the station. I was glad to see them, for it was the first time I had ever been away from them over night. I shall always remember the pleasant time I had on the farm with you and grandma.

Mother sends her love, and we both hope that you will come to visit us soon.

3 A

Copy the headings below, beginning near the center of your page at the top. The heading is written on the *right-hand* side.

New Orleans, Louisiana
January 8, 1916

Chicago, Illinois
June 4, 1912

Washington, D.C.
October 6, 1904

San Francisco, California
November 26, 1914

Copy these salutations:

Dear Mother, Dear Aunt Alice,

Copy these closings:

Your friend, Your loving nephew,
Dick Mark

Your cousin, Your loving son,
Ned Jack

After you have finished, compare your work with the book, line by line.

One of the headings has three capital letters; three have four. Did you have them right? All have two commas each. Were you right?

Look at the salutations next. How many have two capital letters? How many have three? Did you remember the comma?

Look at the closings. Which word in the closing begins with a capital letter? Did you have every one right? Correct your mistakes.

Write the heading of a letter from the town in which you live.

Write the salutation of a letter to your cousin.

Write the closing of a letter to your father.

3 B

Copy the following letter from Alice Powers to May Mills, who lives in the town nearest the one where you live. Use the proper heading, salutation, and closing. Address an envelope.

Our basket-ball team is ready to play again. Do you think we can have a game two weeks from next Saturday? The Washington School team has offered its court.

Please let me know as soon as you can.

4. A REVIEW

Be ready to write these from dictation:

1. tooth
2. wives
3. loaves
4. pianos
5. cities
6. wife
7. loaf
8. city
9. calves
10. calf
11. first
12. second
13. third
14. fourth
15. sixth
16. ninety
17. eighty
18. thirty
19. forty
20. eleven
21. twelfth
22. forty-four
23. eighty-nine
24. eleventh
25. already
26. along
27. summer
28. winter
29. o'clock
30. half-past
31. eight-thirty
32. east
33. west
34. north
35. south
36. northeast
37. northwest
38. southeast
39. southwest
40. have n't
41. has n't
42. are n't
43. did n't
44. is n't
45. can't
46. won't
47. don't
48. does n't
49. would n't
50. could n't

4 A

Make a correct list of the words missed in lessons 2 and 4, and study them for dictation.

5. ORAL WORK

Model sentences:

1. *She* is helping *her* sister.
2. *He* is in *his* room.
3. *They* are playing with *their* dolls.

In the above sentences *her* is used with *she; his* is used with *he; their* is used with *they.*

Model sentences:

1. The *girl* is studying *her* lesson.
2. The *man* is saddling *his* horse.
3. The *children* are doing *their* work.

In these sentences *her* is used with *girl* when only one girl is meant. *His* is used with *man* when only one man is meant. *Their* is used with *children* because more than one child is meant.

Read the sentences below, filling the blanks with *his, her,* or *their. His* and *her* refer to **one.** *Their* refers to **more than one.**

1. The cow has some hay in —— manger.
2. They are helping —— mother wash the dishes.
3. The boy has a book in —— hand.
4. The ladies have —— parasols with them.
5. Have the men unhitched —— horses?
6. They left —— books here.
7. She buys —— meat at our store.
8. He earned the money for —— new suit.
9. Tell John to bring —— books with him.

6. A REVIEW

Copy these sentences. Choose the correct words to fill the blanks from those at the end of the sentences.

1. When you came, we had —— picked the flowers. (*all ready* or *already*)
2. May I walk —— the river? (*a long* or *along*)
3. She has —— dollars. (*two* or *too*)
4. Here are —— books. (*their* or *there*)
5. I do not —— where he is. (*no* or *know*)
6. Will you write me —— letter? (*a long* or *along*)
7. The suit was —— for me. (*all ready* or *already*)
8. This skirt is —— narrow. (*two* or *too*)
9. —— are many leaves under the trees. (*there* or *their*)
10. We have —— fire these nights. (*no* or *know*)
11. Will you go, ——? (*two* or *too*)
12. The game was —— won when Jack was called. (*all ready* or *already*)
13. Jack ran —— the road. (*a long* or *along*)
14. We did not —— about it. (*no* or *know*)
15. Did you bring —— books? (*their* or *there*)

6 A

Use the sentences below as models to correct those you missed in lesson 6.

1. Did you get the work *all ready* to do?
2. I have done it *already*.

3. He put *a long* stick away.
4. She was running *along* the track when the train came.
5. Here are *two* dollars.
6. Jack ate *too* much candy.
7. We shall go, *too*.
8. I shall take *their* pictures.
9. *There* is no one here.

6 B

Using the sentences in lesson 6A as models, make nine sentences containing the words in italics.

7. A STORY TO WRITE

Read the story through first so you will know what it is about. Then read one paragraph. Look away from your book and think it over. Read each paragraph this way.

Androcles and the Lion

Long ago there lived in Rome a slave by the name of *Androcles*. He was so badly *treated* by his master that he ran away to the forest. There he found a large cave, where he lay down to rest.

Soon the mouth of the cave was *darkened*. Androcles looked up and saw a huge lion standing there. To his *surprise* the lion walked slowly toward him and held out his paw. Androcles knew that something was wrong, but he feared to touch the lion. At last he grew bolder and took hold of

the paw to see what was the matter. He found in the ball of the foot a long, sharp thorn. Androcles took hold of the thorn, gave a strong pull, and out it came.

The lion showed his *gratitude* by *rubbing* his head against the slave's shoulder and licking his hands and feet. Androcles shared the lion's food. He gathered berries, too, and lived well for many months.

One day he was *captured* by some *soldiers* and returned to his master. For *running* away, he was *sentenced* to be eaten by a lion before all the people.

When the day came, *thousands* gathered to see the sport. Androcles stood calmly *awaiting* his death. He could hear the lion roar outside the gate. Soon the gate was opened and in bounded the lion. Instead of *pouncing* upon Androcles at once, the lion walked slowly up to him and licked his hands and feet. Androcles put his arms around the lion's neck. The people were *amazed*. They could not understand what it meant.

The governor of the city sent for the slave and asked him to *explain*. Then Androcles told the story of the thorn and of his life in the lion's cave. The people were so pleased they asked that he and the lion be *freed*. This was granted, and for many years Androcles and the lion lived happily together.

Copy the words in italics, and study them in groups of three for spelling.

Learn to write the words that show ownership; the name of a city.

Notice the expressions that begin new paragraphs.

Reproduce the story in writing, using the following hints. Do not make your sentences too long.

A slave, badly treated, runs away; finds cave.
He sees a lion; takes thorn from its paw.
Lion shows gratitude.
Androcles captured; sentenced to be eaten by lion.
People come to see; lion harmless; people do not understand.
Governor asks for explanation; Androcles and lion freed.

8. A REVIEW

Use the correct words from those at the close of the sentences to fill the blanks:

1. Are —— any books here? (*their* or *there*)
2. The girl —— that she was right. (*new* or *knew*)
3. Will you help us with —— play? (*our* or *are*)
4. It was —— that I was born. (*here* or *hear*)
5. I did not wish to —— it. (*buy* or *by*)
6. We shall take —— books. (*for* or *four*)
7. I did not —— it was you. (*know* or *no*)
8. We have —— hats. (*their* or *there*)
9. We shall —— Mr. Morton speak. (*here* or *hear*)
10. We have put —— books away. (*our* or *are*)
11. Is this their —— automobile? (*new* or *knew*)
12. We bought —— horse. (*their* or *there*)

13. There were —— cows for sale. (*know* or *no*)
14. Is he passing ——? (*buy* or *by*)
15. I do not know where they ——. (*our* or *are*)
16. We thought that —— were no more. (*their* or *there*)
17. I paid three dollars —— my shoes. (*for* or *four*)
18. Do come —— to see the birds. (*here* or *hear*)
19. Did you see —— coats? (*our* or *are*)
20. I like —— new schoolhouse. (*their* or *there*)

8 A

Read the sentences in which you made mistakes in lesson 8. If you know what is wrong, correct it.

With these sentences as models, make sentences, using the words in italics.

1. Where are *their* hats?
2. *There* are no hats here.
3. Is this a *new* pencil?
4. She *knew* where to go.
5. We have *our* places.
6. They *are* going.
7. Did you *hear* her cry?
8. She is *here* with me.
9. Please *buy* my flowers.
10. My seat is *by* the window.
11. Will you carry this *for* me?
12. I have *four* cents.
13. I have *no* pen.
14. We *know* our lessons.

9. A REVIEW

Copy these sentences. Fill the blanks by choosing the correct words from those given.

1. Did you walk —— far? (*two* or *too*)
2. She is a better walker —— I. (*than* or *then*)
3. Jack —— on the engine to Rockland. (*rode* or *road*)
4. I have played with —— brother. (*their* or *there*)
5. Do you see —— rabbits? (*are* or *our*)
6. We have —— of them. (*for* or *four*)
7. We can look —— the window. (*through* or *threw*)
8. Will you go —— with me? (*their* or *there*)
9. I have been to the city for —— days. (*two* or *too*)
10. You can visit me ——. (*than* or *then*)
11. —— they here? (*are* or *our*)
12. The horse —— the man. (*through* or *threw*)
13. The —— ran between the trees. (*rode* or *road*)
14. This is —— the sick lady. (*for* or *four*)

9 A

With the sentences below as models, make sentences, using the words in italics.

1. Here are *two* boys.
2. There are two girls, *too*.
3. They talk *too* much.
4. She is going *to* school.
5. Will you go by the long *road?*
6. He *rode* quickly by.
7. Come *through* the south gate.

8. She *threw* down her books.
9. The baby is heavier *than* he was.
10. You did not want it *then*.
11. Is this *our* room?
12. We *are* here.
13. We paid *four* dollars *for their* shoes.

9 B

Write sentences, using these expressions:

two boys	*than* I	came *then*
too much	*our* baby	*are* good
to school	*four* books	*their* gloves
by the *road*	*rode* by	*by* the door
through the park	*threw* away	*for* mother

Write questions containing the following:

are *there*	is *there*
were *there*	was *there*
buy a top	*two* boys

10. A LETTER TO ANSWER

Read the following letter:

Amsterdam, Holland
May 2, 1912

Dear Friend,

I walk on the dike when I go to school. I see water on one side. On the other side I see my father's tulip beds. He raises a great many tulips every year, and sends the bulbs to America. I wonder if you have any tulips in your garden!

When it is very stormy and the wind blows, it is hard to walk on the dike. Last winter I lost my hat three times. Now I wear a cap in stormy weather.

Your friend,
Hans

From what country is this letter written? Can you find it on your map of Europe?

In the first paragraph Hans tells you the interesting things he sees on the way to school. He tells you a little of what his country is like. In the second paragraph he tells you about the climate of Holland.

Write a letter to Hans in reply, telling him about your trip to school. Perhaps you live in the city and pass by rows and rows of houses, set close together. Perhaps you live in the country, and go through the woods or by a river. Maybe you walk along a railroad track, or cross one.

Tell him something about gardens that you have seen, and what grows in them, or about the orchards with their fruit, or the grain fields.

Have you ever seen any tulips that came from Holland? Tell Hans about them.

If you don't know about these things, tell about your school, the number of rooms in the building, and about the children. Tell what you study and what you like best. Tell something of your playground and your games.

Remember to write in paragraphs and to make sentences that are not too long. Do not forget that Hans does not know much about America, and that he does not read English very well.

11. A REVIEW

Fill the blanks below with *there is* or *there are:*

1. —— two horses near our house.
2. —— many flowers in the field.
3. —— no candy in the box.
4. —— one man in the car.
5. —— only a few roses in the garden.
6. In the tree —— one bird.
7. In your book —— many stories.
8. In the yard —— one swing.
9. —— two doors open.
10. On the old apple tree —— a few apples.
11. —— one piece of candy left.

Fill these blanks with *there was* or *there were:*

1. —— a cake for the doll party.
2. —— many dolls at the party.
3. —— no one in the room.
4. —— some books on the table.
5. In our garden —— a great many snails.
6. —— a nest in the oak tree.
7. —— a cat on the fence.
8. ——many bees on the flowers.
9. ——several dishes broken.
10. Just over the hills——two houses.
11. In the tree top——a nest.

11 A

Write *there was* before expressions numbered 1, 4, 8, 9, and 11 below. Write *there were* before those numbered 2, 3, 5, 6, 7, 10, and 12. Make the groups of words, as you have written them, into sentences.

(1) a dog
(2) some boys
(3) many people
(4) an old fox
(5) two children
(6) a great many mice
(7) only a few pieces
(8) nothing to do
(9) somebody here
(10) some people
(11) nobody to help
(12) many sheep

Write *there is* before expressions below numbered 1, 4, 9, 10, 11, and 14. Write *there are* before those numbered 2, 3, 5, 6, 7, 8, 12, and 13. Make the groups of words you have written into sentences.

(1) a dog
(2) some boys
(3) many people
(4) an old fox
(5) two children
(6) a great many mice
(7) four roses
(8) a few pieces of pie
(9) nothing
(10) somebody
(11) nobody
(12) some people
(13) many sheep
(14) no one

Write two sentences beginning with *there was;* two with *there were;* two with *there is;* and two with *there are.* If you wish, in making your sentences, you may use the groups of words you have just written.

12. ORAL WORK

Be ready to answer the following questions from memory:

With whom is Elizabeth sitting? She is *sitting* with her sister.

Where did she lay her hat? She *laid* it on the table.

How did they do their work? They did *their* work well.

Did any one bring her book? No one brought *her* book.

Did I hear any one recite her poem? You did not hear any one recite *her* poem.

Did somebody put down the window? Nobody put down *the* window.

Will each boy bring his lunch? Yes, each boy will bring *his* lunch.

May each girl bring her sister? Yes, each girl may bring *her* sister.

Where did you set the pan? I *set* it on the table.

Where is kitty? She is *lying* by the fire.

Fill the blanks below with *may* or *can:*

1. —— John come home with me after school?
2. —— I try to drive the horse?
3. Please, —— I have a pencil?
4. Every boy in the class —— spell the words correctly.
5. —— a baby dog bark?
6. All fish —— swim.
7. Baby —— go with you.
8. —— the children sing their song for me?

Fill the blanks below with *is*, *was*, *are*, or *were:*

1. Mary —— with her baby sister.
2. There —— many birds in our yard.
3. —— there any people here yesterday?
4. There —— only one house to be seen.
5. —— you at school yesterday?
6. There —— no one late to-day.
7. —— there no one late yesterday?
8. —— you late to-day?
9. In a yard there —— three rosebushes.
10. There —— three roses in bloom last week.

Fill the blanks in these sentences with *does n't* or *don't:*

1. The boy —— like to come late.
2. I —— sing well.
3. The girls —— play baseball.
4. —— he work quickly?
5. They —— see the train.
6. —— the man go every day?
7. You —— need to run.
8. —— they look well?
9. The waves —— look high to-day.
10. It —— seem cold to me.

13. A REVIEW

Be ready to write the words on the opposite page from dictation. To make the words correct, the capital letters, periods, and apostrophes must be in their right places.

1. Monday
2. Tuesday
3. Wednesday
4. Thursday
5. Friday
6. Saturday
7. Sunday
8. January, Jan.
9. February, Feb.
10. March
11. April
12. May
13. June
14. July
15. August, Aug.
16. September, Sept.
17. October, Oct.
18. November, Nov.
19. December, Dec.
20. Black Beauty
21. Alice in Wonderland
22. The Youth's Companion
23. Central Depot
24. Flatiron Building
25. Dr.
26. Mrs.
27. Mr.
28. Miss
29. o'clock
30. half-past
31. always
32. already
33. along
34. across
35. passed

13 A

Make a correct list of the words missed in lesson 13. Study these words, in groups of three or more, until you can write them without your book.

Make a correct list of the words missed because of the capital letters.

Make a list of the words missed by leaving out the periods.

Make a list of the words missed by leaving out the apostrophe.

14. A STORY TO WRITE

Read this poem first for the story it tells, then follow the directions at the end.

Somebody's Mother

The woman was old, and ragged, and gray,
And bent with the chill of the winter's day.
The street was wet with the recent snow,
And the woman's feet were agèd and slow.

She stood at the crossing and waited long,
Alone, uncared for, amid the throng
Of human beings who passed her by,
Nor heeded the glance of her anxious eye.

Down the street with laughter and shout,
Glad in the freedom of "school let out,"
Came the boys like a flock of sheep,
Hailing the snow piled white and deep.

Past the woman so old and gray,
Hastened the children on their way,
Nor offered a helping hand to her,
So meek, so timid, afraid to stir
Lest the carriage wheels or the horses' feet
Should crowd her down in the slippery street.

At last came one of the merry troop,
The gayest laddie of all the group;
He paused beside her, and whispered low,
"I'll help you across if you wish to go."

Her agèd hand on his strong young arm
She placed, and so, without hurt or harm,
He guided her trembling feet along,
Proud that his own were firm and strong

Then back again to his friends he went,
His young heart happy and well content.
"She 's somebody's mother, boys, you know,
For all she's agèd and poor and slow;

"And I hope some fellow will lend a hand
To help my mother, you understand,
If ever she's poor, and old, and gray,
When her own dear boy is far away."

And "somebody's mother" bowed low her head
In her home that night, and the prayer she said
Was, "God be kind to the noble boy,
Who is somebody's son and pride and joy."

Write the story of "Somebody's Mother" from the following hints. Use as many of the expressions in the poem as you need to make your story sound as if it really happened.

A wet, cold day; an old, ragged woman; a crowded street crossing.
Boys just out of school; hasten by.
One boy stops; helps woman across the street; goes back to friends.
Old woman's prayer.

15. OWNERSHIP

The blanks below are to be filled with some form of the words in italics. Some of the words show ownership and others do not. Write only the words, numbering them the same as the sentences.

1. Did you see the —— parasol? (*lady*)
2. Where are the —— playing? (*girl*)
3. We sent —— brother on an errand. (*John*)
4. Where did the —— horse go? (*man*)
5. The two —— play the piano nicely together. (*sister*)
6. Have you two —— living here? (*aunt*)
7. My —— coat is pretty. (*mother*)
8. The —— nest is built of hair. (*bird*)
9. Were the —— in the circus well trained? (*animal*)
10. There were many white —— in the yard. (*chicken*)
11. Did you help the —— father carry water? (*boy*)
12. I must take my —— lunch to him. (*father*)
13. Did you see —— new skates? (*Alice*)
14. There were two —— passing. (*woman*)
15. The —— nest was in the drawer. (*mouse*)
16. The two —— were of the same age. (*baby*)

Copy the sentences on the opposite page, filling the blanks with the correct forms of the words in italics.

1. The —— little ones were in swimming. (*duck*)
2. Did you see —— bicycle? (*Mr. Hill*)
3. There were three —— here to visit. (*lady*)
4. My —— dog is named Pat. (*aunt*)
5. I am going with the —— to-morrow. (*boy*)
6. Did you see my —— doll? (*sister*)

15 A

In the first two expressions below, *'s* is added to each word in italics to show ownership, as, *girl, girl's; man, man's.*

Add *'s* to the remainder of the words in italics, and fill in the blanks:

1. girl's hat (*girl*)
2. man's horse (*man*)
3. —— bottle (*baby*)
4. —— purse (*lady*)
5. —— wand (*fairy*)
6. —— coat (*mother*)
7. —— doll (*sister*)
8. —— wagon (*brother*)

Read the following sentences. In which sentence is ownership shown?

1. The *girls* are here.
2. The *girl's* hat is here.

In the first sentence *girls* does not show ownership, so no apostrophe is needed.

In the second sentence *girl's* shows ownership of *hat.*

Read the sentences on the next page. If ownership is shown, write the word that shows it, as, *1. boy's.* If ownership is not shown, say so; as, *2. Does not show ownership.*

1. The *boy's* hat is too big.
2. The *cats* are drinking milk.
3. The *fireman's* cap was burned.
4. The little *girls* are going home.
5. My *father's* house is painted yellow.
6. The *rabbit's* young ones are eating grass.

Copy the sentences below, filling the blanks with some form of the words in italics. If the word shows ownership, add *'s*.

1. The —— have been milked. (*cow*)
2. The —— cage is very strong. (*lion*)
3. My —— farm is in Illinois. (*aunt*)
4. Was your —— foot hurt? (*dog*)
5. Are the —— asleep? (*baby*)

16. SENTENCES TO PUNCTUATE

Punctuate the following sentences. Begin every quotation with a capital letter.

1. Tom said come fishing with me Saturday
2. Mother said come home in time for dinner
3. Mary asked are you going
4. The boy shouted run as fast as you can
5. Sister called please help me
6. Father asked were you perfect in spelling to-day
7. John replied I have n't enough yet
8. Aunt Mary wrote come over Sunday
9. Grandpa inquired how would you like to go
10. The man shouted the house is on fire!

16 A

Read the following sentences, noticing carefully the capital letters, periods, and quotation marks. What punctuation mark in the second sentence is different from that of the first sentence?

1. Dick said, "The hat is here."
2. Tom asked, "Will you bring the ball?"

Copy the sentences below, punctuating them correctly. Begin the quotations with capital letters.

1. Tom said I may go fishing to-morrow
2. Mother said you may go skating to-day.
3. Miss Brown asked have you finished your work
4. The boy shouted run faster!
5. Father said come to the store after school

Make quotations, using these expressions:

Where are you going?	We can go after school.
It is not four o'clock.	To-day is my birthday.

16 B

In the first sentence on the next page, father's words are written in italics. Notice the capital *Y* and the quotation marks. Notice also the comma before the quotation.

Can you read the quotation in the second sentence?

the second sentence? What marks inclose the quotation? What mark is after *drink* in the quotation in the third sentence? Why?

Copy the sentences below. Punctuate them.

1. Dick said I am coming
2. Dick asked Are you coming
3. Are you coming asked Dick
4. I am coming said Dick
5. Come and play said Alice
6. Run away said Dick

18. ORAL WORK

Read the sentences below carefully until you can tell to *how many* the words in italics refer:

1. *Every one* is in *his* seat.
2. *No one* must leave *her* place.
3. *Everybody* has *her* book open.
4. *Nobody* failed to get *his* lesson.

Learn:

"Every one," "no one," "everybody," and "nobody" refer to only *one* person.

Read the following sentences, filling the blanks with *his*, *her*, or *its:*

1. Did any one lose —— pencil?
2. Nobody has handed in —— work.
3. Has every one brought —— lunch?
4. I did not see any one who had —— hat on.
5. Did they tell him to go to —— own home?
6. I have not heard anybody recite —— poem.

7. No one came to school without —— umbrella.
8. The knife has —— handle broken.
9. The mouse had lost —— tail.

Read the next four sentences. Be ready to tell which two of the following words are used with *not: anybody, everybody, no one, nobody.*

1. I did *not* see *anybody.*
2. They did *not* tell *everybody.*
3. We saw *no one.*
4. The girl told *nobody.*
5. He saw *nothing* more.

Learn:

"No one," "nobody," and "nothing" are never used with "not."

Fill the blanks below with *anybody, nobody, nothing, everybody, no one, everyone,* or *any one.*

1. —— is knocking at the door.
2. Do not tell ——.
3. I wish —— to come.
4. He lends his pencil to ——.
5. Baby likes ——.
6. I did not see ——

Fill the blanks with *his, her, their, somebody, no one, any one,* or *everybody:*

1. The soldier said, "No one will be allowed to bring —— kodak."
2. Did —— bring his watch to-day?
3. The teacher left the pupils sitting quietly in —— places.

4. Some one may write —— name on the board.
5. I cannot give —— her report to-day.
6. Will —— lend me his knife?
7. Does n't —— wish to read —— composition before the class?
8. Everybody wore a white carnation in —— buttonhole on Mother's Day.
9. —— should go downstairs without permission.
10. Has n't —— thought to bring his compass?

19. A STORY TO TELL

Read the following story carefully:

Dick Whittington and His Cat

Many years ago there lived in England a boy whose name was Richard Whittington, but every one called him Dick. Dick's father and mother died when he was a baby. The woman who took care of him was very poor.

Dick had often heard the *village* people speak of London. They had never seen this great city, but they *believed* that *every one* there was very rich and that the streets were paved with gold. One day a coach drawn by four black horses was driven into the town. Dick thought that *surely* it must be going to London. When the driver was ready to go, he asked if he might go with him. When the driver *learned* that Dick had no father or mother, he told him that he might go if he *wished*.

It was a long way, but *finally* they came to the city of London. Dick ran *around* all day to find the streets that were *paved* with gold, but he could not find any. At last he was too tired to go any farther, so he sat down in a dark *corner* and cried himself to sleep.

In the morning he awoke hungry, but there was nothing for him to eat. He walked up and down the streets, asking for a penny to buy something, but nobody gave him the least *attention.* He finally became so tired that he sat down to rest at the door of a large house. Just then the master of the house came home.

"What are you doing here?" he asked.

"I am hungry, and I want to work," replied Dick.

"Come in, and I will see if I can help you," said the *merchant.*

The merchant gave the lad a good dinner and then told the cook to give him some work. The cook was very unkind to Dick—*scolded* him from morning until night, *boxed* his ears, and beat him with the *broom.*

But Dick had more *troubles* than these. His bed was in the *garret.* At night great numbers of rats and mice came through the holes in the floor and made so much noise that he was not able to sleep. One day he cleaned a man's shoes, *receiving* a penny for his labor. With the penny he bought a cat, which he kept in his room, each day giving her some of his dinner. In a short time there was not a rat or a mouse to *bother* him, and he slept soundly at night.

Find the sentences in which the following expressions are used. Read these sentences several times.

had never seen	could not find any
every one was very rich	sat
surely	nothing to eat
came	nobody gave him
he might go	there was not a rat
ran	or a mouse
paved with gold	slept soundly

How many times is *came* used in the story?

Study the story until you can tell it, using this outline:

The boy's name; his home; his father and mother.
How he happened to go to London.
His arrival in London; his search for the streets paved with gold; his first night in London.
He is given work.
His troubles with the cook and the mice.

20. A STORY TO REPRODUCE

Learn to write the title of the story in lesson 19.

Find and copy sentences containing *nobody*, *every one*, *nothing*.

Find and write the name of a country; the name of a city; two different words that show ownership; a sentence containing a quotation that asks a question.

Study the words in italics for spelling.

Read the story again, noticing how these things are told: what the people believed about the city; how Dick spent his first morning in the city; how the cook treated him.

Write the story from the outline in lesson 19.

After you have finished, read your own story. Is it interesting? Did you begin your sentences with capital letters? Are the periods there? Did you think about paragraphs? Is your margin straight? Did you use quotation marks correctly?

21. A STORY TO TELL

Dick Whittington and His Cat (*concluded*)

Soon after this, Dick's master had a ship ready to sail on a trading voyage. He called all his *servants* and asked them if they had anything to send in the ship for trade. Dick had nothing except his cat, so the master told him to send her. Dick went to the garret and brought down poor puss. With tears in his eyes, he took her to the *captain*. Everybody laughed at Dick's strange offering The cook treated him *worse* than ever. One day she asked, "Do you think the cat will sell for enough money to buy a stick to beat you with?"

The ship, with the cat on board, had a long, stormy voyage. She was driven to a strange land. The people came in *crowds* to see the fine things with which the ship was *loaded*. The king sent for the captain to come and dine with him. They

had hardly begun to eat when the rats and the mice rushed in and began to help themselves. The king was troubled, and said that he would give half his kingdom to be rid of them. Then the captain remembered Dick's cat. He told the king that he had on board his ship an *animal* that would kill all the rats and mice. The king was *delighted*. "If it will do what you say, I'll load your ship with gold in *exchange* for it," he cried.

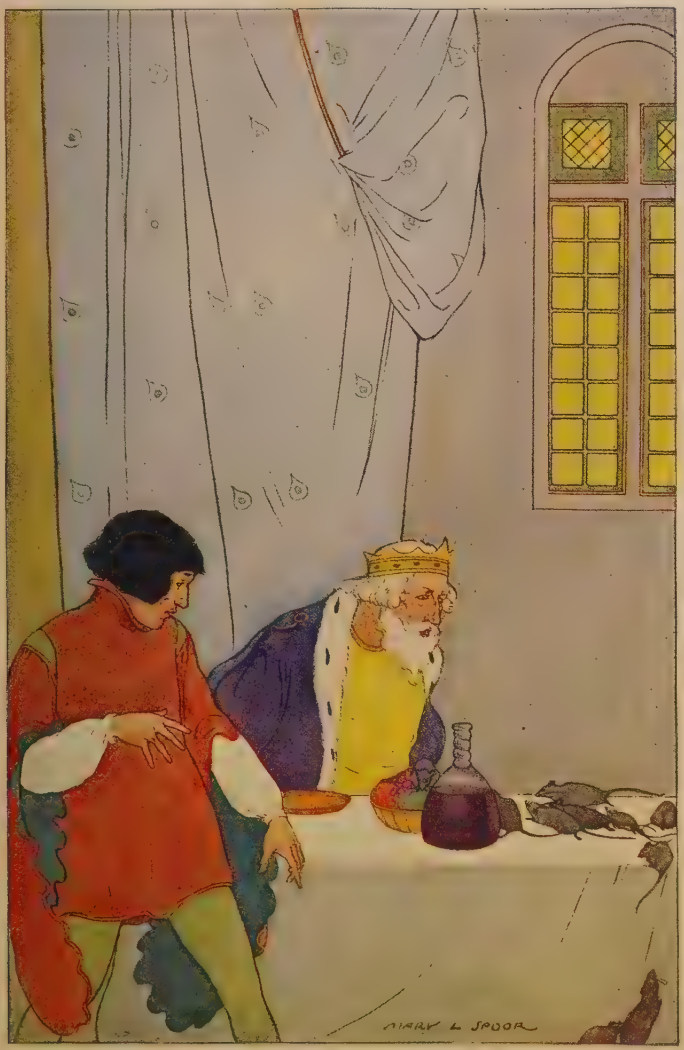
The captain *hurried* to the ship and brought the cat. The table was swarming with rats and mice, so that nobody was eating. As soon as the cat saw them, she jumped from the captain's arms and in a few *minutes* killed or drove them away.

The king bought the ship's whole cargo for ten bags of gold. He also gave the captain ten times as much gold for the cat.

Next day the captain sailed for England. When he reached home he went at once to the merchant's house and told him the story of the cat. The merchant sent for Dick and told him that his cat had been sold and he was now very rich. Dick was too *kind-hearted* to keep all the money for himself. Everybody was given a *present*. Not even the cross cook was forgotten.

Years later, when Dick had grown to be a man, he was made *Lord Mayor of London*.

Find the expressions used in telling how badly Dick felt in parting with his cat; how the cook made fun of him; how pleased the king was in the thought of getting rid of the rats and mice.



The rats and mice rushed in and helped themselves

Find and read the sentences containing *had nothing; had hardly begun to eat; enough money; nobody; everybody; himself; brought; saw; came; gave.*

Tell the story of Dick's cat from the following hints:

Getting ready for the voyage; sacrificing the cat.

The voyage; the arrival at the strange land; the dinner.

Sending for the cat; killing the mice; buying the cat.

The trip back; Dick's reward.

22. A STORY TO REPRODUCE

In lesson 21, find and copy four different words showing ownership; a sentence containing a quotation; a sentence containing the contraction for *I will;* sentences containing *nobody, everybody, nothing.*

Study the words in italics for spelling.

Read carefully the directions at the end of your last lesson, then write the story, following the outline there.

When you have finished, compare your story with the same lesson. Have you given the events in the right order? Have you made the story interesting? Have you omitted any part? Does every paragraph tell about one special thing? Correct all errors.

23. WRITING NUMBERS IN WORDS

Learn to spell the following words:

ninth	fourth
nineteen	fourteen
ninetieth	forty
ninety	fortieth
nine hundred	four thousand

There are some places in which it is much better to use words than figures to express numbers. If the sentence begins with a number use words, not figures, as, *Three dollars was too much to pay for the toy;* if the number can be written with one or two words, as, *two hundred, one thousand, ninety-eight;* if the number is not exactly given, as, *about two hundred, over two thousand.*

Be ready to write the following short story from dictation:

John lives near the railway station in a little village. Every spare minute he watches the trains go by or looks at the cars standing on the tracks. In this way he learns many interesting things. He knows that there are nineteen trains made up of an engine, a baggage car, and five passenger cars that go through each day without stopping. Besides, one train every morning and one every night stop at the little station.

He sees the big freight trains pass and wonders what can possibly be put into so many cars. Sometimes there are as many as forty cars on one train,

and twice John has counted more than one hundred cars. He has learned to read the figures on the outside which tell the capacity of the big freight cars. "Thirty-six thousand pounds of something is in that car," he often calls to his mother.

John says that when he is a man he is going to work in the railroad station of a large city. Then there will never be a time during the day when he cannot see the trains.

24. PARAGRAPHS TO WRITE

Be ready to write the following paragraphs, one sentence at a time, from memory. Notice that figures are used when the numbers are large, as in the first paragraph, or when several numbers are mentioned, as in the first and second paragraphs.

One of the battles of the war lasted three days. In this battle there were 163,500 soldiers. One side lost in killed, wounded, and missing, 23,000 men. The other side lost 20,500.

In some places prices were very high. Flour was $250 a barrel, meal $50 a barrel, and corn $25 a bushel. A turkey cost $60 and a pair of boots $250.

Yesterday I sold my garden crop. The onions mother bought for twenty-five cents. Aunt Mary gave me one dollar for the three watermelons, and Mrs. Brown took the turnips for fifteen cents. I have some lettuce and carrots that are not quite ready to use.

I had to go to town three times to-day. The first time mother forgot to give me the sample for the ribbon. The second time I forgot my purse. The third time nothing was forgotten, so I did all my errands.

When you have finished, correct your work by comparing it with the book.

25. A LETTER TO WRITE

Read the following letter carefully:

Glenwood, Illinois
January 12, 1914

Dear Tom,

The children in your brother's class are very anxious to know how he is getting along. They have asked me to write you about him.

He has always been the hero of the school and since the accident is more a hero than ever. Many a boy would not have risked his life on such thin ice.

There is one good thing about it. We have learned how dangerous it is to take such great risks. I hope we shall all be more careful in the future.

When Harry is well enough to enjoy it we will take turns reading to him. Miss Morse has promised to help him with his lessons so he will not get behind the class.

Your friend,
John Lawrence

Learn to write the heading, salutation, and closing of the letter on the opposite page.

Find and write a word that shows ownership.

Study the letter, sentence by sentence, writing each sentence from memory. Correct your work as you write.

Using the letter as a model, write to some person who is ill. Afterward correct your work. Notice carefully the margin, spelling, and punctuation.

How many mistakes did you make?

26. QUOTATIONS

Sentences for study:

1. The boy said to *his mother*, "Please may I go to Tom's house to-night?"
2. James said to *his father*, "I was perfect in spelling to-day."

What is the quotation in the first sentence? Notice that the words, *his mother* and *his father* are not parts of the quotations.

Copy and punctuate these sentences, beginning each quotation with a capital letter.

1. The girl asked her teacher shall we have a holiday Washington's Birthday
2. Dr. White said to the man I will be there at half-past four

Read carefully the following conversation between Ned and a jeweler. The words in

italics change the conversation enough to make it interesting. Notice the paragraphs.

One day Ned went to a jewelry store to buy a watch.

Ned said to the jeweler, "I wish to buy a watch."

"What kind of a watch do you wish?" *inquired* the man.

Ned *replied*, "I should like an open-faced silver watch."

"Do you like this one?" asked the jeweler, *holding up a small watch.*

"No, that is too small," *answered* Ned.

Write a conversation between:

(*a*) A boy, who wishes to play with another boy, and his mother, who wishes him to do his work first; *or*

(*b*) Two boys who are out fishing; *or*

(*c*) A pretty new doll and an old one; *or*

(*d*) Two boys who wish to trade knives; *or*

(*e*) A boy or girl and a storekeeper.

27. ORAL WORK

Read the first three sentences, then fill the blanks in the following sentences with *learned* or *taught:*

1. I *learned* my spelling lesson at home.
2. My sister *taught* it to me.
3. We *learn*, but others *teach* us.
4. The kitten —— to catch a mouse.
5. Mother —— me to make a cake.

6. The mother cat —— the kitten how to catch mice.
7. In school I —— how to write.
8. Who —— you to draw so well?
9. I want to —— to skate this winter.
10. My sister has promised to —— me.

Read the following paragraph:

Yesterday my father taught me how to row a boat. He taught me how to shove off from shore and how to turn around. I enjoyed it very much.

Make a paragraph of three or more sentences telling what tricks circus animals are *taught* to do.

Make a paragraph of three or more sentences telling what a baby must *learn* to do.

Make a paragraph of three or more sentences telling what tricks you can *teach* a dog.

28. A STORY TO TELL

Study the following story until you can tell it *well* in class. This means to use the words in italics correctly, to remember what comes next, and to speak clearly so every one can hear you. Do not begin every sentence with *and*.

The Foolish Tortoise

Once a tortoise wanted to learn to fly. She went to an eagle and said, "Please *teach* me to fly through the air as you do."

"You cannot learn to fly. You *have no* wings," replied the eagle.

"I am sure that I can learn. Please *teach me*. It seems so easy for you," said the tortoise.

The eagle thought the tortoise very foolish, and flew away, leaving her alone.

But the next day the tortoise was back again. She so urged the eagle that at last he took her in his claws and flew high up in the air. Then he *let her go*, saying, "Now learn to fly."

The tortoise fell like a stone to the earth, and was dashed to pieces upon the rocks.

29. A STORY TO FINISH

Read the following story carefully:

Digging for Treasure

Jack and Tom were strangers in Stony Hill. Their parents had moved into the town about the same time. Perhaps this was the reason they had become such fast friends.

The boys had not been in the place long before they heard the story of treasure buried by pirates in a cave beyond the forest. They decided that on the first Saturday there was no work to do they would go to the cave and dig for the treasure.

At last a free Saturday had come. Very early in the morning Jack, with a pick over his shoulder, and Tom, with the lunch, took the path through the cornfield that led to the forest.

Finish the story in any way you wish.

Look over your work to see if you have placed capital letters and periods where they belong. Did you leave an even margin? How many paragraphs did you make? If you are not satisfied with your work, rewrite your story.

30. A REVIEW

Write the names of the two books you like best.

Write the name of your favorite song.

Write the name of your school.

Write the name of the largest building in your city or town.

Use in sentences the plurals of *country*, *box*, *lady*, *woman*, and *knife*.

Write a sentence, using these words to show ownership: *cousin*, *baby*, and *Mr. Reed*.

Write the names of the months for which these are the abbreviations: *Dec.*, *Feb.*, *Sept.*, *Nov.*, and *Jan.*

Write the names of the days of the week.

Write a sentence containing a quotation.

Write sentences showing the use of *taught* and *learned*.

Write sentences, using *everybody*, *some one*, and *nobody*.

Write a sentence, using your teacher's name.

31. A STORY TO WRITE

The Unselfish King

Once the Danes drove King Alfred from his kingdom. He lay hidden for a long time on a little island in a river.

One day, all the people except the king and queen and one servant went out to fish. About noon a ragged beggar came to the king's door and asked for food.

The king called the servant and asked, "How much food have we in the house?"

The servant replied, "We have only one loaf and a little wine."

Then the king gave thanks to God and said, "Give half the loaf and half the wine to this poor man."

In the afternoon the fishermen came back. Their two boats were full of fish. They said, "We have caught more fish to-day than in all the other days we have been on the island."

Study the story for reproduction, as follows:

Find and write *King* as part of a name.

Find and write a sentence where *king* and *queen* begin with small letters.

Find and write a word showing ownership; a sentence containing *two;* a sentence containing *their;* three quotations.

How many paragraphs are in the story?

Learn to write the title.

Learn to spell the hardest words.

Write the story in your own words.

32. A REVIEW

Write the abbreviations for the following words: *New York*, *California*, *February*, *December*, and *Doctor*.

Address an envelope to your next-door neighbor.

Write the names of the holidays that come in these months: January, July, November, and December.

Write sentences of your own, using *quickly*, *well*, *good*, *already*, *all right*, *along*, *nobody*, and *don't*.

Write a sentence containing a quotation.

33. ORAL WORK

Sentences for study:

1. He divided the apple *between Mary* and *John*.
2. He divided the apple *among* the *three* children.
3. He divided the apple *among many* children.

Between is used when speaking of how many persons?

Among is used in speaking of more than how many persons?

Fill the following blanks, using *between* in speaking of two, and *among* in speaking of more than two, persons or things.

1. He passed —— the two children.
2. She threw the flowers —— the crowd of people.

3. —— Chicago and New York there are many railroad lines.
4. He walked along —— the two rows of corn.
5. He went —— the school children, begging.
6. Do you know the difference —— *weak* and *week?*

Study these sentences, then make sentences answering the questions that follow:

1. The book *lies* on the table.
2. The book *lay* on the table.
3. The book will *lie* on the table.
4. The book *has lain* on the table.
5. The book *is lying* on the table.
6. The book *was lying* on the table.
7. The book *will be lying* on the table soon.
8. The book *has been lying* there for two hours.
9. I *laid* the book on the table.
10. I *will lay* the book on the table.
11. I *have laid* the book on the table.

1. Where does the book lie?
2. Where did the book lie?
3. Where will the book lie?
4. Where has the book lain?
5. Where is the book lying?
6. Where was the book lying?
7. Where will the book be lying?
8. Where has the book been lying?
9. Where did you lay the book?
10. Where will you lay the book?
11. Where have you laid the book?

34. A REVIEW

Write these sentences, punctuating them correctly:

1. Have you seen Uncle Tom asked he
2. We shall expect Dr. Brown at three oclock
3. Have your aunt and uncle arrived
4. Mr and Mrs Hall will stay a week at their uncles farm.
5. May whispered to her father Wont you let us go

Write sentences using the name of your grandfather; your aunt; your cousins; your uncle.

Write sentences containing:

Doctor Hill	received a letter
Mr. and Mrs. Black	a great many
uncle's horse	doesn't wish
their father	too often

35. TITLES

Read the sentences below, noticing in which sentences *president* and *governor* begin with capital letters.

1. Did you see President Rose?
2. We have invited the president to speak.
3. We met Governor Church on the way.
4. I have never heard a governor speak.

In the first sentence above, *President* begins with a capital letter because it is part of a name.

Why does *Governor* begin with a capital letter in the third sentence?

Write the numbers of the following sentences where *president*, *general*, *captain*, and *governor* are parts of names.

1. The president asked the man to call.
2. Did you hear of General Gates's victory?
3. The people cheered the governor when he passed.
4. The mayor asked Captain Black to be officer of the day.
5. The general rode a beautiful black horse.
6. Will you meet Governor Clark to-night?
7. When we saw the captain he was helping the poor man to his feet.
8. Will President Bland call the meeting to-night?
9. Have you ever seen General Church?
10. We spent an hour with Governor Young.
11. I think he will be the next president.
12. He was the best general in the army.

President, governor, general, captain, judge, king, and queen, when used with names, are called titles.

Use a title with each of the following names:

Grant	Bud	Lee	Carver
Gates	Call	Bland	Sherman
Church	Black	Baker	Washington

Fill the blanks below:

1. Did you read a story in your history about a —— ? (*general*)

2. We visited the court room where the —— presides. (*judge*)
3. The —— was not hurt in the sham battle. (*captain*)
4. Do not expect to hear the —— speak tonight. (*president*)
5. We waited three hours for the —— and —— to pass. (*king; queen*)
6. Do you not think that the —— deserves credit for the victory? (*general*)

Write sentences, using *general*, *captain*, and *president* as titles.

35 A

Learn to spell these words:

president	general
king	captain
queen	judge
governor	

Study the following sentences, then write a sentence telling when the words *president*, *king*, *queen*, *captain*, and *judge* should begin with capital letters.

1. Mount Vernon was the home of *President* Washington.
2. Washington was the first *President*[1] of the United States.
3. The people crowned *King George* and *Queen Mary* king and queen of England.

[1] Out of courtesy, when writing about the President of the United States we use a capital letter.

4. Have you read how Pocahontas saved the life of *Captain* John Smith?
5. Was he the *captain* of your team?
6. One of the *presidents* of the United States was *General* Grant.
7. He was a stern *general* but a kind friend.
8. Do you know *Judge* Gray?
9. Who do you think will be elected *judge* next week?

Fill the following blanks. Use capitals wherever necessary. Refer to the sentences above.

1. Was the —— captured? (*king*)
2. The man who passed was —— Black of the First National Bank. (*president*)
3. Will Mary be crowned —— to-night at the flower festival? (*queen*)
4. She is —— of her class. (*president*)
5. We all admire —— Grant for his bravery. (*general*)
6. We saw —— James and —— Emma pass in the parade. (*king; queen*)
7. The —— spoke kindly to the boy. (*judge*)
8. Did you see —— Black when he came back from Mexico? (*captain*)
9. The captain afterwards became ——. (*general*)
10. We shall hear —— Gray's decision to-morrow. (*judge*)

Write short sentences, using the following words: *General*, *judge*, *captain*, and *President*.

36. A STORY TO WRITE

Read this story:

Alexander and the Horse

One day *King Philip* bought a fine horse. He was a *noble* animal, but so wild and *savage* that no one could ride him.

"It is too bad no one can ride so fine a horse," said Alexander, who was standing by.

"Perhaps you can ride him," said his father.

Then Alexander said that if they would let him try he *believed* he could *manage* him. He promised to pay the price of the horse if he *failed* to keep his seat, so his father told him to try.

While everybody was laughing, Alexander ran up to the horse and turned his head *toward* the sun. He had *noticed* that the horse was afraid of his own *shadow*. Alexander then *spoke* gently to the animal, and patted him with his hand. Soon he *quieted* him a little. Then, making a quick spring, Alexander *leaped* upon the horse's back, and let him run as fast as he could. By and by the horse grew tired and *weak*, and Alexander rode back to the place where his father was standing.

As he jumped to the ground, his father ran up to him and kissed him, saying, "You must seek a larger *kingdom*, for this *country* is too small for you."

Study the story for reproduction as follows: How many paragraphs are there? What margin do you use every time a different person speaks?

Find and write the quotations. Find and write a word that shows ownership.

Find how these words are used in the story, so you may use them correctly in your composition: *too, by and by, failed, everybody, toward,* and *making a quick spring.*

Learn to spell the words in italics.

Close your book and write the story. If you prefer, write a story of how some horse you know about was broken in.

37. ORAL WORK

Read these sentences carefully:

1. He is taller *than I.*
2. John writes better *than I.*
3. Grace is older *than she.*
4. I can do it better *than he.*
5. They sing better *than we.*
6. We draw better *than they.*

Finish the following sentences, using the words you find in italics in the six sentences above.

1. Baby is younger ——.
2. We are six pages farther along ——.
3. She stands higher in her work ——.
4. Grace works harder ——.
5. I read better ——.
6. She writes better ——.
7. They play better ball ——.
8. Mary is taller ——.

Fill the blanks below with *his* or *their:*

1. Did anybody bring —— story book?
2. The girls are showing you —— work.
3. Has anybody found —— place?

Fill the blanks below with *saw, seen, gone, went, did,* or *done:*

1. Nobody said that he —— it.
2. Have you —— his new pony?
3. I have never —— abroad.
4. He —— his work well.

Fill the blanks below with *anybody, nobody,* or *somebody:*

1. He has seen ——.
2. He has not told ——.
3. Will —— bring me a pencil?

38. A REVIEW

Copy the following sentences, putting in all the necessary marks.

1. Have you ever read Black Beauty she asked
2. I shall go by the Flatiron Building in New York to-morrow she said
3. She asked me Doesn't she like to sing
4. We sang the Star Spangled Banner this morning and America this afternoon
5. She did not leave until 9 30 a m
6. We are to have examinations on the third fourth and fifth of next month

Write a sentence using the name of a holiday and a quotation.

Write a sentence using *cousin* beginning with a small letter; using *king* beginning with a capital letter.

Write a sentence telling the time of day.

Write a sentence telling the name of a paper or magazine you read.

39. A LETTER TO WRITE

Wheeling, West Virginia
April 4, 1914

Dear Fred,

What a busy Saturday I have had! In the morning, after spading the ground for early vegetables, I washed the steps and walks for mother. Just before lunch I helped father unharness the horses. In the afternoon I finished piling the load of wood we had to buy.

But I did not work all day. You know my new pony, Star. She got a nail in her foot during the winter, so I could not ride her at all. To-day father told me to bring her in from the pasture. If her foot is well, I shall ride her to school the rest of the year. She was not at all willing to be caught, and it was not until father came and helped me that I got her into the barn.

If you come to visit us in August, as you promised, we shall each have a pony to ride.

Your friend,
Harry

Here is an outline of the letter Harry wrote.

Harry's work:
- Spading the garden.
- Washing the steps and walks.
- Helping father with the horses.
- Piling the wood.

Harry's fun:
- Getting the horse:
  - Why she was in the pasture.
  - What he wanted with her.
- The promise.

Use this outline and reproduce Harry's letter.

40. AN OUTLINE TO MAKE

Read the outline of the letter in lesson 39.

Make an outline for a letter that you will write telling what you did one Saturday. Use for your first topic, "My Work." Write under the topic, in as few words as possible, the different pieces of work you did. Take for the second topic, "My Fun," and, again in a few words, write what you did for pleasure. Use for the third topic, "An Invitation." Invite the person to whom you are writing to visit you during the vacation. Does your outline look like the one in lesson 39?

Read again the letter in lesson 39.

Use your own outline and write a letter to a friend.

Look over your letter carefully, correcting any mistakes you have made in the following: the heading, salutation, and closing of the letter; margins, capital letters, punctuation, spelling, paragraphs. How many errors did you find?

41. ORAL WORK

Read the following sentences several times:

1. Mary does not *look well* to-day.
2. The boy *feels ill.*
3. The little girl *feels well* now.
4. The children *looked pretty* and *sang well.*
5. The dog *swam quickly* to rescue his master.
6. The boy *called loudly* for help.

Use the sentences above in answering the following questions:

1. How does Mary look to-day?
2. How does the boy feel?
3. How does the little girl feel?
4. How did the children look and how did they sing?
5. How was the master rescued?
6. What did the boy do?

Make a sentence using *well* with *look* and *feel;* using *pretty* with *look;* using *quickly* with *ran.*

Fill the blanks below with the words in italics in the first six sentences in this lesson:

1. The baby ran —— to his mother.
2. The children did their work ——.

3. The lady sings ——.
4. The men work very ——.
5. He jumped —— from his chair.
6. The squirrel can climb very ——.

Read the following sentences, filling the blanks with the words *good*, *well*, *quick*, *quickly*, *among*, or *between*.

1. The four children quarreled —— themselves.
2. He fell down —— two walls.
3. Will you divide it —— him and me?
4. He went about —— all the people doing good.
5. How did you get there so ——?
6. Is he not feeling —— to-day?
7. Did I do —— on my last test?
8. I shall have to decide —— Mary and her sister.
9. Are you willing to work ——?
10. You are a very —— worker.
11. John has four sisters to divide his apples ——.
12. Is Ned entirely —— now?
13. The lady who sang looked ——.
14. Did she sing ——?

42. A REVIEW

Write the abbreviations for the following:

Doctor	Louisiana
February	Illinois
November	Indiana
District of Columbia	Mister

Write the following expressions in another way:

do not	will not	are not
does not	could not	had not
cannot	I am	has not
would not	did not	have not

Put in the apostrophe, when necessary, to show ownership in the following sentences:

1. I do not see Marys new dress.
2. Will you go with me to see Mrs. Smiths baby?
3. The girls have their books with them.
4. The rabbits nest was made of fur.
5. Nellies Christmas party was very pretty.

Write the names of the people who are native to these countries:

Japan	Italy	Spain
China	Germany	Mexico
France	England	America

Write sentences of your own, using *President*, *aunt*, *Cousin*, and *queen*.

43. A STORY TO WRITE

Write in four paragraphs the story suggested by the picture on the opposite page.

Read your story. Did you tell it in an interesting way?

Look through your story again to see if you have made any mistakes in paragraphs, margins, capital letters, periods, or spelling.

44. ORAL WORK

Study these sentences:

1. The baby looks *like* his mother.
2. She looks *as if* she could jump.
3. He works as hard *as* we do.

Fill the blanks, using *like*, *as if*, or *as* correctly:

1. He looks —— his father.
2. He looks —— he could do the work.
3. He will do just —— we do.

Study these sentences:

1. She works *as if* she liked it.
2. She eats *like* a baby.
3. He works just as hard *as* he plays.

Fill the blanks below, using *like*, *as*, or *as if* correctly. Read again the sentences at the beginning of the lesson before you choose the word.

1. The baby drank —— it were thirsty.
2. The boy climbed —— a bear.
3. The man ate —— he were hungry.
4. The boy swam through the water —— a frog.
5. The girl sewed —— a woman.
6. The foxes ran —— the dogs were after them.
7. The baby cried —— he were hurt.
8. The dogs fought —— tigers.
9. She looks —— she could do it.
10. He thinks as well —— we do.

Read these sentences, choosing the correct words from those in parentheses:

1. I helped every body put (*his* or *their*) work away.
2. There was n't (*anybody* or *nobody*) there.
3. Mother (*taught* or *learned*) it to me last night.
4. Jane is much older then (*me* or *I*).
5. He (*does n't* or *don't*) go to school.
6. You may choose (*among* or *between*) "Alice in Wonderland" and "Black Beauty."
7. She (*sat* or *set*) beside the window.
8. I cannot walk so (*quick* or *quickly*) as you.
9. She looks (*like* or *as if*) she could play well.
10. I wonder if he (*don't* or *does n't*) wish to go.
11. They could not do (*anything* or *nothing*) for us.
12. The coal had (*lain* or *laid*) there useless for many years.

45. NUMBERS

Read these two sentences, then tell why words, instead of figures, are used to express numbers.

1. *Two* men were hurt.
2. He walked *nearly ten* miles.

Read the sentences below, and tell why figures, instead of words, are used to express number.

1. There were 20,146 men in line.
2. He paid $6,250 for the land.

Read these sentences. Either figures or words may be used, but words look much better.

1. He paid ten cents for the book.
2. She sent thirty-five cents for a catalogue.

Copy these sentences, using figures or words according to the sentences above. The figures at the close of the sentences indicate the amount, but do not tell you whether to use figures or words.

1. She has —— in the bank. (*$300*)
2. In the battle of Cold Harbor about —— people were killed. (*60,000*)
3. She paid —— for her reader. (*35 cents*)
4. —— children were absent yesterday. (*10*)
5. The company bought —— acres at —— per acre. (*219 acres; $165*)
6. In the battle of Stone River —— were killed, wounded, or missing. (*13,248*)
7. The boy lost ——. (*25 cents*)
8. He paid —— cents for bread, —— cents for meat, and —— for shoes, making —— in all. (*5; 40; $2.65; $3.10*)
9. —— was the price paid for the territory of Alaska. ($7,200,000).
10. Nearly —— children were present at the opening of the new term. (*400*).

Write sentences using the following:

$20	30 cents	45, 60, 79
9,150	thirty-five	eight hundred

Write two sentences in which words must be used instead of figures.

46. A LETTER TO ANSWER

Louisville, Kentucky
October 8, 1912

Dear George,

I am sending you five dollars for your birthday. It is yours to do with just as you please. When you have none of it left, write me how you spent it.

I think it would be wise to add a little to the bank account your parents have started for you. When you are a young man in college you will need money to spend much more than you do now.

Give my love to mother and father, and kiss little Alice for me.

Your loving grandfather,
George Mills

Answer the letter from grandfather. Thank him for sending the money. Say that you have spent it all. Then tell him, in one or two short paragraphs, what you did with it. Make an outline of your letter first. Remember that each paragraph must tell about one topic and that many sentences joined by *and* do not make an interesting letter.

47. A REVIEW

Write the words that correctly fill the blanks. Use capital letters wherever necessary.

1. Where is your —— living? (*aunt*)
2. I did not see —— Brown. (*president*)
3. The —— visited his old home. (*general*)
4. We will ask —— Clark about the matter. (*captain*)
5. Do you think —— Baker will pardon him? (*judge*)
6. Will you send for a —— for my little boy? (*doctor*)
7. I received a letter from —— Jack to-day. (*cousin*)
8. We saw —— Black's home in your city. (*governor*)
9. He is not the —— I wished elected. (*judge*)
10. The nominee for —— lives two blocks away. (*president*)
11. We saw —— Church out driving to-day. (*general*)
12. Where did you go with —— Morton? (*uncle*)
13. It was not for the —— to say. (*captain*)
14. I knew the —— would pardon him. (*governor*)

Write these expressions in another way; as, *the horse's eye* instead of *the eye of the horse.*

the eye of the horse	the rattle of the baby
the bundle of the girl	the box of the boy
the apron of the maid	the tail of the mouse
the ring of the lady	the wrist of the man

Punctuate the following sentences. Begin every quotation with a capital letter.

1. I did not see Governor Clark said John
2. Will you go for the doctor asked father
3. The man said to his son let us both ride the donkey
4. The boy asked his teacher will you help me

Write the words that correctly fill the following blanks. The words at the end of the sentences tell you what kind of words to use. Use capitals wherever necessary.

1. We shall visit with Grandmother Hill next ——. (holiday)
2. Were you in school ——? (day)
3. Will —— May come with you? (relative)
4. We paid —— cents for the candy. (sum)
5. —— men were at work on the bridge. (number)
6. Did you see —— Jones? (title)
7. I am making —— gifts for my friends. (number)
8. How many letters did you get ——? (holiday)
9. We shall leave at ——. (time)
10. Come the —— of September. (date)
11. The meeting was held ——. (date)
12. We shall call on —— Clark and present our petition. (title)
13. The —— will be Washington's Birthday. (date)
14. Will you ask ——? (teacher's name)

48. A STORY TO TELL

Tell the following story, being careful to use the words in italics correctly.

The Jack-o'-Lanterns and the Indians

Long ago there lived in a little log cabin a family in which *there were* two girls. *There were* many Indians about, but they had been friendly for some time. However, the girls never went far from home.

One day their father and mother went to town, leaving the girls alone over night. The two sisters felt *proud* because the house was left in their care. After the work was done they went out to gather the pumpkins into great piles. Before night this task was finished, so they amused themselves making jack-o'-lanterns.

Happening to look up from their work, the girls saw two Indians close by. *Quickly* they hid behind the pumpkins until the Indians left. Then they picked up their lanterns, ran into the house, and barred the door. *They were* badly frightened, and at first did not know what to do.

Finally one of the girls thought of lighting the jack-o'-lanterns and *setting* them in the windows to scare away the Indians. This they *did*.

Soon the Indians *came* back. When they *saw* the jack-o'-lanterns they stood still, dumb with fear. Then with a loud whoop they turned and *ran*. The children *lay* still in terror all night. In the morning they crept out. *There were* the tomahawks that the Indians had dropped when they *ran* away.

49. AN OUTLINE TO MAKE

Read this letter carefully.

Seattle, Washington
April 7, 1912

Dear Grandma,

I like so much the fountain pen you sent me for my birthday. It was just the thing I wanted. How surprised the boys at school will be when I show it to them to-morrow!

Instead of having a party and a cake with candles, I chose to go to the moving-picture show and take four of my chums. Papa went with us.

The pictures gave the story of "The Virginian." That is the book you sent me last Christmas that I like so well. The pictures were so good that we were sorry when the end came. We would have stayed to see them again, but there is only one show on the nights when they have such long stories.

Afterward papa took us to Brown's, where we had ice cream and cake. Then we took the boys to their homes and father and I got back about twelve o'clock. I think it was the nicest birthday I have had yet. Thank you ever so much for the pen.

Your loving grandson,
Charles

In the first paragraph of the above letter Charles tells about the present he received.

In the second paragraph he tells what he chose to do on his birthday. In the third paragraph he tells about the picture show. He tells the name of the story and how he liked it. In the fourth paragraph he tells of the good time afterward.

Make an outline of the letter following the suggestions given above.

Charles might have made the whole letter about the moving pictures if it had not been his birthday. He could have told more about the pictures he liked best, and also about the pictures the boys liked.

Make an outline for a letter to some friend about a moving-picture show you have attended. Use as topics: who went with you, the names of the pictures, those you liked best, what you did afterward, how you enjoyed the evening; or make an outline of a letter telling how you spent your birthday.

50. A LETTER TO WRITE

Use the outline that you made in lesson 49, and write a letter to a friend who lives in Milwaukee, Wisconsin.

Correct your letter as to heading, salutation and closing, capital letters, punctuation, margins, paragraphs, and spelling. How many errors were you able to find?

51. POSSESSIVE SINGULAR AND PLURAL

Write the words below over and over, until you can write them from memory, placing them in the right columns and putting the apostrophes in the right places:

SINGULAR	PLURAL
girl's	girls'
boy's	boys'
baby's	babies'
lady's	ladies'
friend's	friends'
sister's	sisters'
brother's	brothers'
neighbor's	neighbors'
cousin's	cousins'
pony's	ponies'
uncle's	uncles'

Arrange the following words in two columns, putting in the first column all those in which the ownership shows one, and in the second column those in which the ownership shows more than one. *Singular* means **one,** *plural* means **more than one.** Look at the words above to see where the apostrophes are placed in the singular and in the plural.

brother's	boy's	boys'	ladies'
neighbors'	lady's	girl's	baby's
cousins'	babies'	sister's	sisters'
neighbor's	ponies'	friends'	cousin's

52. POSSESSIVE PLURAL

Study the following sentences. Notice *where* the apostrophes are placed.

1. The *girl's* book is in *her* room.
2. The *girls'* books are in *their* rooms.
3. The *boy's* hat is on *his* head.
4. The *boys'* hats are on *their* heads.

To make a word meaning *one* show ownership, add what? To make a word meaning *more than one* show ownership, add what? What do you call a word meaning one? a word meaning more than one?

Fill the blanks below with words showing ownership. In every case decide first whether *one* or *more than one* is meant.

1. My —— house is painted yellow. (*neighbor*)
2. Her —— mother is here. (*friend*)
3. —— dresses are sold at this store. (*ladies*)
4. My —— children are going to school this week. (*cousin*)
5. Did you see her three —— houses on the same street? (*brothers*)
6. While Harry was driving over the rough road, his —— shoe was lost. (*pony*)
7. Did you see my —— dress? (*sister*)
8. There are many —— nests under the eaves of the barn. (*swallow*)

Write, in the singular, three words that show ownership. Change them to the plural.

53. POSSESSIVE PLURAL

For study:

the girl's hats (*singular*)
the girls' hats (*plural*)

Write the words that correctly fill the blanks. Refer to the expressions for study if you are in doubt as to where the apostrophe should be placed.

1. Here are my two —— hats. (*boy*)
2. Did your three —— gifts arrive at the same time? (*sister*)
3. Her —— dress is very pretty. (*baby*)
4. Did you see the splendid new book of —— games? (*boy*)
5. She goes to all the —— parties. (*girl*)
6. We went to the dog show, where the —— loud cries frightened us. (*dog*)

Make the following expressions show ownership in another way, as, *girls' rings* instead of *rings of the girls.*

rings of the girls
hats of the ladies
tops belonging to the boys
the gloves of my sisters
the books of my father
the tails of the cows
the farm owned by my uncle
the uncle of Mary
the marbles belonging to Ned

Fill the blanks in the plural:

SINGULAR	PLURAL
a girl's hat	two girls' hats
a lady's dress	many ladies' dresses
a baby's tooth	two ——
a boy's clothes	some ——
a cow's milk	many ——
a cat's eyes	all ——

Finish this sentence by telling how to make a word in the singular show ownership.

To make a word in the singular show ownership, add ——.

Tell how to make a word in the plural show ownership.

54. A STORY TO TELL

Be ready to tell the following story:

Why the Elves Have Gone

Once there were many *elves*. These *elves* were of *different* sizes. Some were as small as one's thumb, others were as large as a child's hand. They *lived* down inside of the earth, but they often came out at night to help people out of trouble. They were hardly ever seen, for they always tried to keep out of sight of man.

Once a *tailor agreed* to make a coat for a rich man to wear on Sunday. The tailor worked hard all day and far into the night. At last he became so tired he fell asleep. The elves crept out of their hiding place and soon had the coat *finished*.

When the tailor awoke, he found his task done, and the coat so well made he was very proud of it.

The next morning when the *tailor's* wife saw the coat so nicely made, she thought the elves must have helped him. So she made a plan. That night she *scattered* peas all over the floor of the work shop. She then put a half-finished coat on the table, and waited behind the door to *listen.*

Soon the room was full of little people tumbling over the peas. Cries and *screams* were heard on all sides. The poor little elves were badly *bruised* and hurt. They ran away without stopping to look around. Since then they have never been seen.

Read again the first paragraph. Notice that all the other sentences in the paragraph add something to the thought expressed in the first.

Find the sentences that tell about the tailor's task; how the elves helped; the wife's plan; the outcome.

Make an outline and use it in telling the story.

55. A STORY TO REPRODUCE

Learn to write the title of the story in lesson 54. Study the words in italics for spelling. Find and write three words showing ownership. Look through the sentences, finding the places where commas are used. Write the story of why the elves have gone, following the outline you used in telling it.

56. CAPITAL LETTERS

Study the following until you can write them:

Civil War Revolutionary War

Study these sentences:

1. After the Civil War the people were glad to be at *peace.*
2. He tore a *piece* of paper.

Fill the blanks with *peace* or *piece:*

1. How many years of —— were there after the Revolutionary War?
2. Do you wish a —— of pie?

Do you know the name of any other great happening? If so, use it in a sentence. Be careful to begin with a capital letter the first and all important words in the title or name; as, *Declaration of Independence.*

Write sentences, using *Revolutionary War, Civil War, piece,* and *peace.*

57. WORDS IN PAIRS

weak	pair
week	pear

Study these sentences, noting the meaning of the words in italics:

1. The sick man was too *weak* to walk.
2. Seven days make a *week.*

Fill the blanks with *weak* or *week:*

1. School opened just a —— ago.
2. Mary is still —— from illness.

3. Was your ankle —— after your fall?
4. Come to spend the —— with me.

Study the sentences below until you know the meaning of the words in italics:

1. I shall buy a *pair* of shoes to-morrow.
2. I ate a *pear* for breakfast.

Fill in the blanks with *pair* or *pear:*

1. Did you see my —— of skates?
2. Tom bought the —— at the new store.
3. Last week my mother canned ——.
4. My new —— of gloves had a weak place in one of the seams.
5. I like a —— better than an apple.

Write sentences, using *week*, *weak*, *pair*, *pear*, *peace*, and *piece*.

Write sentences, using these words: *along*, *passed by*, *already*, *all right*, *here*, *there*, *two*, *through*, *no*, and *four*.

Write sentences, using *summer*, *winter*, and *o'clock*.

Write a sentence, using the name of a person to show ownership.

Write a sentence using *cousin* beginning with a small letter. Write a sentence using *cousin* beginning with a capital letter.

Write a sentence, using the name of a great event.

Write a sentence, using the name of a general.

Write a sentence, using the name of a holiday.

58. A STORY TO WRITE

Read this stanza and the paragraph following. Notice that the paragraph was made by using some of the thoughts from the poem and adding others to make an interesting story.

When you wake up in the morning of a chill and cheerless day
And feel inclined to grumble, pout, or frown,
Just glance into your mirror and you will quickly see
It's just because the corners of your mouth turn down.
Then take this simple rhyme,
Remember it in time,
It's always dreary weather in country-side or town
When you wake and find the corners of your mouth turned down.

One dark, cold morning a little boy woke up tired and unhappy. He grumbled when his mother called him. He pouted when he had to wear his heavy shoes. He frowned as he brushed his hair. But, glancing into the mirror, he saw the corners of his mouth turned down and he remembered the rhyme his mother had said to him the day before:

"It's always dreary weather in country-side or town
When you wake and find the corners of your mouth turned down."

In the same way write a story from the poem on the opposite page.

A fair little girl sat under a tree
Sewing as long as her eyes could see

Good-Night and Good-Morning

A fair little girl sat under a tree,
Sewing as long as her eyes could see;
Then smoothed her work and folded it right,
And said, "Dear work, good-night! good-night!"

Such a number of rooks came over her head,
Crying, "Caw! caw!" on their way to bed;
She said, as she watched their curious flight,
"Little black things, good-night! good-night!"

The horses neighed, and the oxen lowed,
The sheep's bleat! bleat! came over the road—
All seeming to say with a quiet delight,
"Good little girl, good-night, good-night!"

She did not say to the sun "Good-night!"
Though she saw him there like a ball of light;
For she knew he had God's time to keep
All over the world, and never could sleep.

The tall pink foxglove bowed his head,
The violet curtsied and went to bed;
The good little Lucy tied up her hair,
And said on her knees her favorite prayer.

And while on her pillow she softly lay,
She knew nothing more till again it was day—
And all things said to the beautiful sun,
"Good-morning! good-morning! our work is begun!"

LORD HOUGHTON

59. ORAL WORK

Answer these questions, using some form of *lie* or *lay*. Make good sentences.

1. Where did the boy put his coat?
2. Where is your mother?
3. What did you do with the paper?
4. Where has this book been for so long?
5. What will you do with your new dress?
6. Where did you put the pencils?
7. What have you done with your pictures?
8. Where are the boys now?
9. Where did your mother put the baby?
10. Where is the baby now?
11. How long has she lain there?
12. What did you say to your dog?

Answer these questions, using some form of *sit* or *set*. Make good sentences.

1. Where did the boy put the buckets?
2. Where is the baby?
3. Where did you sit last term?
4. Where was the vase set?
5. Where did you put the jar?
6. Did you sit here last night?
7. What did you do with the plants?

Answer these questions correctly:

1. How are you to-day?
2. How did the boy run?
3. How did mother look?
4. Who raised the window?
5. How does she feel?

Make these expressions into sentences:

like their parents	as if they were leaves
as if they were on fire	like a flower
like these	like a good boy
like the wind	as a horse does
like silver	as the wolf ran
as if he were hungry	like yours

60. WORDS IN PAIRS

Read the sentences in lesson 56, then fill the blanks below with *peace* or *piece:*

1. How long will it be before there is —— in Europe?
2. The —— of work was well done.
3. Mary cut her dress from a small —— of cloth.
4. Baby is playing with a —— of paper.
5. Did Judge Brown succeed in making —— between the quarrelsome parties?

Read the sentences in lesson 33, then fill the blanks with *between* or *among:*

1. Last week President Smith distributed $100,000 —— the stockholders.
2. The first war —— the United States and Mexico was fought in 1846.
3. During the war there was much sickness —— the soldiers.

Read the sentences in lesson 57, then fill the blanks on the next page with *weak* or *week*, *pair* or *pear.*

1. When King George and Queen Mary were crowned, London was decorated for more than a ——.
2. If there is one —— link the whole chain must be thrown away.
3. Not a single —— was left to eat.
4. The queen wore a —— of earrings worth $1,000.

61. A PARAGRAPH TO WRITE

When I was a little girl I believed there was a beautiful fairy that lived among some trees across the street. When I was good I thought she was happy. When I did my work well, I thought she was pleased. When I was naughty, it seemed to me she went away.

Did you ever believe in fairies? If so, write a paragraph or two about it. Perhaps you have some friends who believe in fairies. Tell what you know about them. Do not make your sentences too long.

62. A REVIEW

Be ready to write from dictation:

1. St. Valentine's Day
2. Decoration Day
3. Washington's Birthday
4. Thanksgiving
5. America
6. England
7. Japanese
8. Chinese
9. English
10. Spanish
11. Wednesday
12. Thursday
13. Saturday
14. Tuesday

15. February
16. January
17. April
18. August
19. September
20. October
21. December
22. Civil War
23. Revolutionary War
24. ponies
25. geese
26. woman
27. mice
28. valleys
29. ladies
30. women
31. countries
32. knives
33. knife
34. flies
35. children
36. cities
37. second
38. ninety
39. eighty
40. forty
41. eleven
42. twelfth
43. forty-four
44. eighty-nine
45. eleventh
46. already
47. along
48. summer
49. half-past
50. northeast
51. southwest
52. have n't
53. has n't
54. are n't
55. did n't
56. is n't
57. can't
58. won't
59. don't
60. does n't
61. would n't
62. could n't
63. president
64. general
65. captain
66. doctor
67. governor
68. judge
69. o'clock
70. always
71. cousin
72. dollar
73. cents (five)
74. between two
75. among many

62 A

Refer to lesson 62 and correct the words you misspelled. Study the words, three at a time, until you can write them from memory.

63. CHOICE OF WORDS

Choose the correct words to use in the following sentences. Write only the words. Number them the same as the sentences.

1. The lesson was —— finished when I arrived. (*already* or *all ready*)
2. Is this example ——? (*all right*)
3. The big ship came —— quietly. (*a long* or *along*)
4. The —— ran through a beautiful forest. (*road* or *rode*)
5. I do not —— of whom you spoke. (*know* or *no*)
6. Are these —— apples? (*are* or *our*)
7. The men —— just where to go to get the best fish. (*new* or *knew*)
8. Our class pins are ——. (*here* or *hear*)
9. We shall —— the flag to-morrow. (*by* or *buy*)
10. We brought these —— you. (*for* or *four*)
11. There is not a boy here who —— know better. (*don't* or *does n't*)
12. I wrote —— letters —— my friends. (*two* or *too; to* or *too*)
13. I did not know —— were so many people in Australia. (*there* or *their*)
14. This —— has passed very quickly. (*weak* or *week*)

15. The United States has been at —— since the Spanish War. (*peace* or *piece*)
16. Where did you get the ——? (*meet* or *meat*)
17. We walked —— the park. (*through* or *threw*)
18. It was —— that he appeared. (*then* or *than*)
19. The trees are no larger —— they were. (*than* or *then*)
20. I have a new —— of gloves. (*pear* or *pair*)

Make sentences to show the difference in meaning between *are* and *our*, *for* and *four*, *their* and *there*, *through* and *threw*.

63 A

Use the sentences in this lesson to correct those you missed in lesson 63. They are arranged in the same order, with the same numbers.

Make sentences, using correctly the words that you missed in lesson 63.

1. He was *already* there.
   We were *all ready* to go.
2. We found them *all right.*
   (There is no such word as *alright.*)
3. The cat ran *along* the fence.
   The fence was *a long* one.
4. The *road* was rough.
   We *rode* on horseback.
5. Do you *know* her?
   I have *no* pen.
6. They *are* here.
   Did you see *our* balls?

7. My pen is a *new* one.
   She *knew* better.

8. She will be *here* soon.
   I shall *hear* her call.

9. Will you *buy* some flowers?
   Stand *by* me.

10. Do this *for* me.
    She has *four* papers.

11. They *don't* know.
    She *does n't* know.

12. I have *two* oranges.
    She has *too* many oranges.

13. *There* are three desks vacant.
    Here are *their* readers.

14. She is very *weak* since her illness.
    It will be a *week* from Saturday.

15. The United States is now at *peace*.
    I have a *piece* of cloth.

16. Did you *meet* your classmates?
    There is no *meat* for lunch.

17. The squirrel ran *through* the woods.
    We *threw* it away.

18. She will sing *then*.
    I am taller *than* he.

19. See sentence 18.

20. Did you taste a *pear?*
    The elf made the *pair* of shoes.

64. PUNCTUATION

The following sentences contain quotations, contractions, and titles. Copy, punctuating each sentence correctly.

1. Will you go with me to Aunt Jane's house asked my cousin
2. Did nt Grandma Blair see President North's carriage asked Dr Brown
3. At last Governor Clark said to the committee The rule does nt seem right to me
4. We know that Mr and Mrs Hill would reply if they were at home
5. We have many girls' and boys' caps here said Captain Henry
6. The president and governor both said that they would come
7. We wont see my aunt or uncle until next Christmas said Cousin Ned to his father
8. Have nt you any more small ladies' suits
9. Has nt Dr Brown seen Aunt Mary

Make sentences, using capital letters in as many different ways as they are used in these sentences.

64 A

In lesson 64 there were five things to be remembered:

1. Quotation marks, question marks, and commas.
2. Apostrophes for contractions.

3. Capital letters for the following:
   (*a*) first word in quotation
   (*b*) *Aunt*, as part of a name
   (*c*) *Grandma*, as part of a name
   (*d*) *Governor*, as part of a name
   (*e*) *Cousin*, as part of a name
   (*f*) *Dr.*, as part of a name
4. Periods for ends of sentences.
5. Periods after *Mr.*, *Mrs.*, and *Dr.*

Make a correct list of all the things in which you made mistakes.

If you missed in topic 1, do lesson 64 A1, page 88.

If you missed in topic 2, do lesson 64 B, page 89.

If you missed in topic 3, do lesson 64 C, page 90.

If you missed in topic 4, do lesson 64 D, page 91.

If you missed in topic 5, do lesson 64 E, page 92.

64 A1

Sentences for study:

1. "This is pretty," said John.
2. "Are you going?" he asked.
3. John said to his mother, "Henry is going with me."
4. She asked her sister, "Will you help me?"
5. "Run! run!" he shouted.

Copy the sentences below, punctuating them correctly. Use capitals to begin every quotation. Refer to the sentences on page 88 to make sure you are right.

1. I can't go said he
2. Mary said to her sister you are a good girl
3. Will you help me she asked
4. Fire fire the man called
5. Dick asked his father may I go
6. May I go too she asked
7. The pears are not yet ripe he replied
8. The stranger asked us am I on the right road to town
9. Don't go too near called mother
10. Help help cried the fox
11. Will you go with me said John to Henry

64 B

Turn to lesson 62, and copy the contractions, beginning with the 52d word. Then copy the following sentences, filling the blanks and writing the words in italics in a different way.

1. Mary —— been here since Sunday. (*has not*)
2. John asked, "—— you going with me?" (*are not*)
3. We —— a pen left. (*have not*)
4. —— not ready. (*I am*)
5. She —— come in. (*would not*)
6. —— she like to study? (*does not*)
7. There —— a leaf on the tree. (*is not*)

Correct the sentences below, if necessary. There are errors only in the contractions.

1. We have nt any more.
2. The baby has nt any milk.
3. Why are nt you coming?
4. See how high I m swinging.
5. She does nt go to school.
6. Is nt she right?
7. Could nt she go with you?

64 C

Read:

1. Mother said, "Come home."

Come begins with a capital letter because it is the first word in the quotation.

2. Did you see Aunt Mary?

Aunt begins with a capital letter because it is followed by a name, *Mary*.

1. Where is Grandma Brown?
2. Did you see Governor Clark?
3. This is my Cousin May.
4. We like Dr. Jones.

In the sentences above, *Grandma*, *Governor*, *Cousin*, and *Dr.* are followed by names. Therefore, they must begin with capital letters. At all other times they are written with small letters.

Copy the following sentences, noticing the words in italics:

1. Is this your *aunt?*
2. When did *Cousin* Dick go?
3. Will you call *Dr.* Clark?
4. I do not need a *doctor.*
5. Is this *Governor* Brown's house?
6. Where is the *president?*

Write sentences, using the words or groups of words in italics in the sentences below.

1. Come with me to visit *Aunt Alice.*
2. Where does *your nephew* go to school?
3. I like to play with your *Cousin May* best
4. When did you see the *governor?*
5. I should like to speak to *President Wilson.*
6. Father said, "*We are ready to go.*"

64 D

Sentences for study:

1. The boy was hurt.
2. Was he badly hurt?

The first sentence **tells** us something. A sentence that tells something is always followed by a period.

The second sentence **asks** a question. A sentence that asks a question is followed by a question mark.

There are ten sentences on the next page. Some tell, and some ask. Write numbers up to 10 for the sentences. After each number write *tells* or *asks*, as, *1. asks.*

1. Where are you going
2. The girl is here
3. What are you doing
4. Did you say so
5. My hat is lost
6. I have a new ball
7. Has n't he my bat
8. No, it is not there
9. Does she like candy
10. Here they come

Now, copy the sentences, putting the correct mark after each. If the sentence *tells*, what mark is used? (See example 1.) If the sentence *asks*, what mark is used?

64 E

Dr., *Mr.*, *Mrs.*, and *Miss* are called titles. *Dr.*, *Mr.*, and *Mrs.*, are abbreviations, and are therefore followed by periods. *Miss* is not an abbreviation, and therefore has no period.

Write the following sentences correctly, referring to the rules above:

1. Have you seen Dr Crane?
2. We will visit Mr and Mrs Brown next week.
3. Do you think Miss Clark will go with us?

Write short sentences, using *Mr.*, *Mrs.*, *Dr.*, and *Miss*.

65. ORAL WORK

Read these sentences several times:

1. *Were you* here last night?
2. *You were* not at home when we called.
3. What *were you* doing with Nero?
4. Where *were you* going with baby?
5. Why *were you* calling me?

Notice that *were* is used with *you*.

Make three sentences, using *you were*, and two using *were you*.

Complete these sentences by telling *who:*

1. —— does n't like to run.
2. —— do not wish to go.
3. —— do not play in school.
4. —— does n't read to-day.
5. —— don't like to study.
6. —— don't play together.
7. Don't —— like to come?
8. Does n't —— feel well?

Read the following sentences, choosing the correct words from those in parentheses:

1. (*May* or *can*) fish swim?
2. (*May* or *can*) I go home at 2:30?
3. Frogs (*may* or *can*) swim.
4. (*May* or *can*) John sit with me?
5. Camels (*may* or *can*) drink enough water to last several days.
6. (*May* or *can*) I speak to Mary?
7. Mother (*learned* or *taught*) me how to make bread.
8. Everybody did (*his* or *their*) work well.
9. Will you divide this candy (*among* or *between*) the three children?
10. Run (*quick* or *quickly*), and help the child up the stairs.
11. John looks (*like* or *as if*) he could do it very well.

66. A LETTER TO WRITE

Read this letter:

Orange Park, Florida
February 26, 1912

Dear Grandma,

I want to tell you what a nice time we had last week. Aunt May and Uncle Rob came from Jacksonville to spend Wednesday and Thursday with us. While they were here, Cousin Bess came over to visit us. One day we took our lunch and went to the woods for a picnic. We stayed there nearly all day.

The next day we took Aunt May and Cousin Bess for a ride. They were not a bit tired. They said they enjoyed their ride very much.

Next Tuesday is my birthday. Will you come over and spend the day? Mamma has promised me a birthday cake.

Your loving granddaughter,
Helen

Write a letter to some friend or relative, inviting her or him to visit you. Say how glad you will be to see her or him again. Tell some of the things you will do to make the visit a pleasant one. Make an outline first.

67. CHOICE OF WORDS

Choose the right words to fill the following blanks. Write only the words. Be careful to number them the same as the sentences.

1. We had —— fire to-day. (*know* or *no*)
2. We passed —— the white house. (*by* or *buy*)
3. They will stay —— to-day. (*here* or *hear*)
4. Is this your —— book? (*new* or *knew*)
5. I shall go —— to-morrow. (*there* or *their*)
6. Do not come before —— o'clock. (*four* or *for*)
7. Did you see —— teacher? (*our* or *are*)
8. She has —— many dishes to wash. (*to* or *too*)
9. I did not say ——. (*anything* or *nothing*)
10. She did n't speak to ——. (*nobody* or *anybody*)
11. He worked —— a man should. (*like* or *as*)
12. The dog —— up and listened. (*sat* or *set*)
13. —— down, Fido. (*lie* or *lay*)
14. My coat is —— on the grass. (*lying* or *laying*)
15. We —— all the way. (*road* or *rode*)
16. It is harder to work —— to play. (*than* or *then*)
17. I saw him —— way off. (*along* or *a long*)
18. Are you —— to go? (*all ready* or *already*)
19. Has every one —— lunch? (*her* or *their*)
20. We did not see —— things. (*them* or *those*)
21. It was —— who did it. (*I* or *me*)
22. She is much too —— to work. (*weak* or *week*)
23. Have you done your work ——? (*well* or *good*)
24. Bring me a —— of bread. (*piece* or *peace*)
25. I shall divide three dollars —— the six children. (*among* or *between*)
26. She is taller than ——. (*I* or *me*)
27. Sister —— me my lesson. (*taught* or *learned*)

Make sentences, showing the difference in meaning between *by* and *buy*, *too* and *two*, *piece* and *peace*.

68. A REVIEW

Write the possessive singular and plural of the following words: *pony*, *horse*, *sister*, *aunt*, *robber*, *fly*, *girl*, and *lady*.

Examples:

SINGULAR	PLURAL
boy's	boys'

Make the following expressions show ownership in a better way; as, *the little girl's playhouse*, instead of *playhouse of the little girl*.

playhouse of the little girl
games of the boys
saddles of the ponies
purse belonging to the lady
farm owned by my uncle
songs of the girls
teacher of my sisters
teeth of the horse
hat belonging to Mary
houses owned by her uncles

Instead of the word in italics in the sentences below, use one of the following: *girl*, *lady*, *boy*, *dog*, *Henry*, *uncle*, or *robber;* as, *We saw the girls' houses*, instead of *We saw their houses*. Copy the sentences correctly.

We saw *their* houses.
The cat was in *her* room
She took *their* names.
Did you see *their* collars?
Is this *his* desk?
We visited *his* farm.
We went to *their* cave.

69. A REVIEW

Fill the blanks with the expressions indicated by the words in parentheses at the ends of the sentences. Copy the sentences.

1. He will go Thursday at ——. (time)
2. We shall not come until —— four. (time)
3. Aunt Mary is coming to-morrow on the —— train. (time)
4. Uncle James asked me to meet him —— at ——. (day *and* time)
5. Last Christmas came ——. (date)
6. We paid —— dollars for the store. (amount)
7. I shall send —— cents for the magazine. (amount)
8. —— men were in the parade. (number)
9. When the ship sank nearly —— perished. (number)
10. I paid —— for my pencil. (amount)
11. Did the house sell for ——? (amount)
12. We shall play the Washington School team on the ——, ——, and —— of the month. (dates)

69 A

Read the following sentences:

1. We shall go at three o'clock.
2. They will arrive on the 3 o'clock train.
3. He went on the 4:30 train.
4. Mother went at half-past four o'clock.
5. She arrived on the 6:15 boat.
6. Mary starts at a quarter past six.

The first and second sentences show that either figures or words may be used with *o'clock* to express time.

A word, not a figure, follows *half-past.* However, it may sometimes be written *4:30*, or *four-thirty*. Notice the mark between *4* and *30* in *4:30.*

Read again the sentences at the first of the lesson, and write the following expressions in another way:

4:30	6:30	9 o'clock
3 o'clock	two o'clock	four o'clock

The abbreviation for *forenoon* is *a.m.* It is used with figures, as, *2 a.m.*

The abbreviation for *afternoon* is *p.m.* It is used with figures, as, *2:30 p.m.*

Write in figures: *six in the afternoon*, *six-thirty in the afternoon*, and *ten-five in the forenoon.*

The blanks in the following sentences are to be filled with words or expressions meaning the time of day. Write only the time, not the sentences.

1. Come for me at —— o'clock.
2. Will you be ready by ——?
3. The meeting will be held at ——.
4. I would like to catch the —— train.
5. It is now ——.
6. Will you come at ——?
7. My father leaves at half-past ——.

8. My train is due at half-past —— o'clock.
9. Will you meet me Tuesday at ——?
10. Children should be in bed by —— o'clock.
11. The sun set to-night at —— six.

69 B

Read carefully:

1. *Nearly* three thousand people were there.
2. I had *about* ten examples right.
3. She wrote *over* three hundred words.
4. Twenty-one dollars were spent on fireworks.

With *nearly*, *about*, or *over*, a number is written in words. A number that begins a sentence is always written in words.

Write a sentence beginning with a number; using *over* with a number.

Read:

5. I paid ten cents to send a package.
6. I received $4 a week, *or* I received four dollars a week.
7. The prices are $2, $1, and 25 cents.

Copy the sentences below, filling the blanks with any *number* you wish. The number after each tells you which of the sentences above will help you decide whether to use figures or words.

1. Over —— fish were caught. (1)
2. —— cows ran through the street. (4)
3. I can buy —— balls for $3 or 24 balls for $4.50. (7)

4. I inclose in this letter —— cents for your new catalogue. (5)
5. I must pay —— a year for the "St. Nicholas" magazine. (7)

Read:

1. She came January 1, 1914.
2. She will go the third of September and return the first of October.
3. Will you be here September 1, 2, and 3?

Write 6 coming before December. (See sentence No. 2, above.)

Write 8 coming after February. (See sentence No. 3, above.)

Write the exact date of your birthday. (See sentence No. 1, above.)

Copy the sentences below, filling the blanks with dates:

1. I shall be away until the —— of August.
2. Will you come September —— ?
3. Christmas is always the —— of December.
4. New Year's will be ——.

70. DICTATION

Read this letter carefully:

Albany, New York
December 28, 1914

Dear Aunt Alice,

My party is over, and we did have such a good time!

All the boys and girls that I *invited* came. Ruth and Jessie were well *enough* to come, after all. I was so glad, for it would be hard to have a *real* party without them.

Mamma *enjoyed* the songs and *recitations* most of all, and I liked the *games*, but papa said the *supper* was the best part.

The girls sang a new song we *learned* at school. Alice is taking music lessons, so she played a *piece* she learned just for the party. It was so pretty, and the children *clapped* so loud and so long she had to play it again. Harry spoke a funny piece about two Chinese boys.

Then we played games. The best game was with a *balloon*. We *chose* sides and sat down at the long table in the *dining* room. Mother threw a queer, long balloon into the *center* and we all tried to make it touch the other side of the table by *striking* it with one hand. We *laughed* so that this game did not last long.

At nine o'clock we had *refreshments*. The ice cream was pink, in the shape of a rose, and every girl had a real pink rose beside her plate to wear. Mother had made many little cakes with pink *frosting*. We had candy and nuts, too.

After supper all the children said good-by and by ten *o'clock* I was ready for bed. We wished that you could have been here with us for the party. All send love.

Your *niece*,

Mary

Study and write the words in italics, in groups of three, or more.

Look at each sentence until you can write it without the book. Correct your errors. Try to write all the sentences correctly.

Be ready to write the letter from dictation.

71. A LETTER TO WRITE

Write a letter to a cousin, telling about a party you have had or have attended. Be careful to write your heading and salutation correctly.

If you prefer, pretend you are Mary, and write as much of her letter as you can; or pretend you are Aunt Alice, and answer the letter.

Make an outline for the letter first. Draw an envelope and address it.

72. ORAL WORK

Read the following sentences several times:

1. It was *I* who did it.
2. It was *we* who knocked.
3. It was *they* who sang so well.
4. It was *he* who went away.
5. She told *him* and *me*.
6. She played with *her* and *me*.
7. Grace sat between *her* and *him*.
8. Is this for *him* and *me?*
9. The lady spoke to Grace and *me*.
10. The children played with Frank and *me*.
11. She divided the cake between Tom and *me*.

Read the sentences below, choosing the right words from those in parentheses. If you are not sure which word to choose, read the sentence indicated by the figure at the end.

1. It was (*they* or *them*) who told us. (3)
2. She gave (*I* or *me*) a book. (5)
3. Is this *for* Alice and (*I* or *me*)? (8)
4. It is (*he* or *him*) who lives there. (4)
5. They kept the place *for* Harry and (*I* or *me*). (8)
6. Mamma walked *between* (*he* and *she*, or *him* and *her*). (7)
7. They told her and (*I* or *me*). (5)

Make other sentences, using:

him and me	Grace and me	he and I
him and her	mamma and me	she and I
her and me	Frank and me	they and I

73. CAPITAL LETTERS

Study these special names until you can write them without looking at the book. With what kind of letter does every word begin?

Democrat	Democratic Party
Republican	Republican Party
Progressive	Progressive Party

Make sentences, using the words in the list above.

Use these words in other sentences:

Civil War	Revolutionary War

Use the following in sentences:

9 a.m.	through
half-past three o'clock	road
$3.25	knew
twenty-third	The Youth's Companion

All special names begin with capital letters.

74. A STORY TO FINISH

"Oh, mother," said Harold and Alice, as they ran up the steps of their home one night after school, "Captain Jim is going to take all the children for a sail to-morrow. Do let us go just this once."

Mrs. Brown loved her children, as all mothers do, and hated to disappoint them, but she was timid about the water and never let them go sailing unless their father could go with them.

"Father will be too busy to go with you to-morrow, I fear," she said. "Instead, how would you like to go to the woods Saturday for a picnic?" The children liked a picnic even more than a sail, and their faces brightened at once.

They thought the end of the week would never come, but at last it was Saturday morning, and when they awoke rain was falling fast.

Finish the story in any way you wish. The picture on the opposite page will help you.

After you have finished your story, correct it for paragraphs, margins, capital letters, and punctuation. Be careful about quotation marks.

A sail on a rainy day

75. A REVIEW

Study these two ways of showing ownership:

the little boy belonging to the woman	the woman's little boy
the dress of the lady	the lady's dress

Change these expressions to show ownership in another way:

the army of the general	toys of the baby
books of the boys	song of the robin
houses of the girls	dresses of the ladies
hat belonging to James	marbles of the boys

Fill the blanks below. The numbers following the sentences tell you from which group to choose.

1. between	3. quick	5. weak
among	quickly	week
2. good	4. pair	6. like
well	pear	as if

1. Please bring me a —— of gloves. (4)
2. Go —— to John's assistance. (3)
3. It is a —— since the boys' hats were lost. (5)
4. He does the work —— he enjoyed it. (6)
5. The boy's lunch was divided —— his three brothers. (1)
6. The beavers' work was very —— done. (2)
7. Are there any —— ripe? (4)

Use, in sentences, the names of two political parties.

76. A REVIEW

Write sentences, telling:

1. What your Fourth Reader cost.
2. How many children are in your class.
3. How many blocks or miles it is from your house to school.
4. How much a pair of shoes costs.
5. *About* how far it is to the post office.
6. What time of day school opens.
7. What time of day school closes.
8. What time of day you have recess.
9. The name of a war.
10. The name of a political party.

77. A STORY TO TELL

Read this story:

The Story of Perseus

When *Perseus* was a very little boy some wicked men put him and his mother into a chest and set them *afloat* upon the ocean. The wind blew, and carried the chest far from land. Every minute Perseus' mother feared some big wave would dash over them and sink the chest. Just before dark the chest floated near an *island*, was caught in a fisherman's net, and drawn upon the sand. The fisherman was very kind to Perseus and his mother, and soon the boy grew to be a strong, *active* young man.

The king of this new land was not good and kind. He did not want Perseus and his mother to stay in his country, neither did he want to kill them

himself. He *decided* to send Perseus on a *dangerous journey*, that he might be killed. He sent for Perseus to come to him. Perseus went, and the king told him that he wanted a very brave young man to go on a trip for him. Perseus was glad to go, for he had *received* many kindnesses in the king's country. The king then told him that what he wanted was the Gorgon's head with the *snaky* hair as a gift for his bride.

"I will go to-morrow morning," said Perseus.

At that time there were three Gorgons alive. They were the most *terrible* beings ever seen since the world was made. They were three sisters who looked something like women but were *really* a very *frightful* kind of dragon. Instead of hair, each one had a hundred snakes growing on her head. The teeth of the Gorgons were long tusks. Their hands were made of brass, and their *bodies* were covered with *scales* as hard as iron. They had splendid wings, too. Every feather in them was pure, bright gold. But when people saw the Gorgons flying high in the air they did not stop to watch them. They ran and hid themselves as fast as they could, for if any one looked into the face of a Gorgon, he was certain to be changed into cold and lifeless stone.

The following expressions make the story more interesting. Try to use them in telling it; *set them afloat; far from land; dangerous journey; received many kindnesses; as a gift for his bride;*

a very frightful kind of dragon; ran and hid themselves; changed into cold and lifeless stone.

Can you find any other words or expressions that make the story a more attractive one to listen to?

78. A STORY TO WRITE

Learn to write the title of the story in lesson 77, and to spell the words in italics.

List all the words showing ownership. (*Perseus'* has an apostrophe only, for otherwise it would be very hard to say. Try it.)

List all the special names beginning with capital letters.

Read again the expressions at the end of the lesson and use as many as possible in your written account.

Try to use these expressions in describing the Gorgons: *frightful, very long, as hard as iron, splendid, pure,* and *bright.*

Write the story of Perseus from this outline:

What happened to Perseus when he was little.
Why he was sent on a dangerous journey.
The Gorgons:
  How many.
  Their general appearance.
  Their hair.
  Their teeth.
  Their wings.
  What happened when they looked at any one.

79. A STORY TO TELL

Read carefully:

The Story of Perseus (*continued*)

When the people heard that Perseus had promised to get the Gorgon's head they told him how terrible the Gorgons were, and laughed at him for *promising* to go. Perseus could not bear to tell his mother about his journey, so he took his shield and sword and crossed from the island to the *main* land without bidding her good-by.

He was sitting there alone, thinking what he should do, when a stranger came to him. Perseus told the stranger of the Gorgon's head and his promise. The stranger agreed to help him if he would do just as he was bidden. Perseus promised. First he was told to make his shield shine until he could see his face in it. This was soon done. Then the stranger gave him a sword and took him on a long trip to find the *Three Gray Women.*

About dark they came to a very wild place. The stranger told Perseus to make no noise, for it was just the time to meet the Three Gray Women. At this moment he saw them. They had long gray hair, and as they came nearer he saw that in the *middle* of her *forehead* each had a place for an eye, but only one had an eye. The stranger *explained* that the three had only one eye among them. The one who had it could see, but the others were blind. The eye could be taken out and handed from one sister to another. The one who got it could put it quickly into place, and then she could see. The

sisters were *quarreling* about whose turn it was to have the eye. Soon the one who had it took it out, saying, "Take it, then, and stop your foolish quarreling."

Now they were all in darkness, and it was just the chance for Perseus. At the stranger's command he jumped forward and took the eye from the Gray Woman. The sisters were terribly *frightened* when they found their eye was in a stranger's hand. Perseus told them they could have it back again, safe and sound, if they would tell him where to find the *fairies*. At first the women *pretended* not to know who the fairies were, but finally they told him where to find them, and Perseus and the stranger were soon on their way.

The most difficult part of this story to tell clearly and to make interesting is the description of the Three Gray Women with their one eye. Read this part carefully. Notice the order of telling it: what Perseus saw first; what he saw as the women came nearer and nearer. Note the stranger's explanation and finish the account.

80. A STORY TO WRITE

Study the words in italics in lesson 79, for spelling. Make a list of the words that show ownership. Copy the quotation.

Make an outline and use it in writing the story.

81. A STORY TO TELL

Read carefully:

The Story of Perseus (*concluded*)

The *fairies* were not far off, and were very willing to give away the things Perseus and the stranger had come to get. First they brought out a small *purse* made of deerskin. This was the *magic* bag. They next *produced* a pair of shoes with two tiny wings at the heel of each. As soon as Perseus put them on, up he *popped* into the air. It was very hard for him to get down again. Then they brought out a cap. The *instant* the cap was on his head, there was no longer any Perseus to be seen. There was nothing but *empty* air.

"Where are you?" asked the stranger.

"Just where I was a moment ago," replied Perseus.

"If I cannot see you, neither can the Gorgons," said the stranger. Then they both rose lightly into the air. Perseus thought what a *delightful* thing it was to leave the dull earth behind him, and fly about like a bird.

Soon the two were flying over the ocean. Just then *a voice* spoke in the air close by. It said, "There are the Gorgons." Straight down, two or three *thousand* feet below, Perseus saw a small island. He went down toward it, and there at the foot of a great black rock were the three Gorgons fast asleep. The stranger pointed out the one they wanted, and told Perseus to look at the face in his *shield*, so he would not be turned to stone, and

to strike quickly. Perseus did as he was told. The head rolled off into the sand, and he picked it up and quickly put it into his bag, which *suddenly* grew large enough to hold it. Then Perseus and his comrade flew away. The other Gorgons awoke and followed them, *hissing* and *flapping* their wings. But Perseus and the stranger were still *invisible*, so the brave youth arrived safely at the island.

Perseus went *straight* to find his mother, but she was not at home, so he went to the king. The king was surprised to see him alive, and asked if he had the Gorgon's head. Perseus answered that he had, and asked the king to have all the people come to see it. The king said he would do this, and the people were *invited*. They all came, and Perseus held up the Gordon's head. Suddenly, before even an eye had time to wink, the ruler and his people were turned to stone. Then Perseus put the head back into the bag and went to tell his mother that she need no longer be afraid of the wicked king.

This part of the story contains many expressions that help to make the word pictures so clear that you can almost see them. Find as many as you can.

How does the story tell what happened to Perseus when he put on the shoes; the cap; how he felt flying through the air; where he saw the Gorgons; where he found them; how he put the head into the magic bag; how quickly the king and his people were turned to stone.

Find what these words are used to describe: *magic, tiny, empty, delightful, hissing, flapping, wicked.*

Tell the story as well as you can.

82. A STORY TO WRITE

Study the words in italics in lesson 81 for spelling.

Write the quotations, noticing that when a different person begins to talk a new paragraph is used.

Review the expressions studied in your last lesson, and try to use them in your composition.

Finish writing the story, using the following outline:

The fairies' gift.
  The purse.
  The pair of shoes.
  The cap.
Finding the Gorgons.
Three things the stranger told Perseus to do.
Killing the Gorgon, and taking away the head.
The king and his people turned to stone.

83. CAPITAL LETTERS

Write the six special names you learned in lesson 73. With what kind of letter does each one begin? Here are more special names. Learn to spell and capitalize them from memory.

Stores	Ships
The Ten Cent Store	Titanic
The Woman's Exchange	Columbia
Brown's Market	Capital City
Churches	**Theaters**
First Baptist Church	Gem Theater
Old South Church	Temple Theater
Roman Catholic Church	

Choose from the list above the name of a *theater*, a *ship*, a *store*, and a *church*, and write a sentence about each.

Punctuate the following sentences:

1. Is nt it strange that he grew so tall
2. We passed by the Presbyterian Church the Baptist Church and the Methodist Church.
3. Did Dr Brown hear about the boys accident
4. Mother buys cake at the Womans Exchange
5. The "Capital City" runs between San Francisco California and Sacramento California
6. He had already come by nine o'clock
7. He belongs to the Republican Party
8. Has nt he collected more than ten dollars

84. ORAL WORK

Read carefully the sentences below. Notice that *them* would be wrong if used in the first sentence; either *them* or *those* is correct in the second sentence.

1. Please bring me *those* pens.
2. You may bring *them* with you.

Use these expressions in sentences:

those books	them
these children	those
this hat	this
that vase	that

Notice that *them* is never used with a word following it, as in the first column above. The other words are used both ways.

Read the sentences below, filling the blanks correctly:

1. Will you help me carry —— books?
2. I prefer —— peaches to —— apples.
3. Bring —— to-morrow, please.
4. It has been two weeks since I lost ——.
5. I like —— hat very much.
6. Mary brought —— flowers.
7. I have never tried —— skates.
8. Will you call —— children in?

Choose the correct words in the following:

1. I did not know that there (*were* or *was*) so many people in Brazil.
2. This story is for Grace and (*me* or *I*).
3. (*Was* or *were*) you there yesterday?
4. You read very (*well* or *good*) to-day.
5. I like him because he (*don't* or *does n't*) smoke.
6. He brought (*them* or *those*) flowers for me.
7. Mother often (*sits* or *sets*) by the window to watch the sunset.
8. (*May* or *can*) baby go with me?

85. A STORY TO TELL

Be ready to tell the story of how the chipmunk got his stripes. Look carefully at the words and expressions in italics and try to use them in your story.

How the Chipmunk Got His Stripes

Once upon a time the animals planned *to hold a council* to decide whether there should *always be day*, or whether there should *always be night*. The owl and the wolf and the bear wanted it always night. But the deer and the rabbit and the chipmunk wanted it always day. *They quarreled and they quarreled*, and they could not seem to agree.

The bear would say, "*Let there be night.*" And the chipmunk would say, "*The light will come, the light will come.*"

So one evening the bear called all the animals to the edge of the forest to hold the council, for they *really thought that they could decide* whether there should always be day or whether there should always be night.

The bear had a *big voice* and he made a *loud noise* saying, "Let there be night." But the chipmunk's chatter was *pretty loud, too*, and he kept saying, "The light will come, the light will come."

They *sat there so long* that *at last the light came*. This made the bear *very angry* for he thought that the chipmunk brought the light. So he ran after him and *almost caught* him, but the chipmunk got away.

You can see to this day the mark of the bear's claws on the chipmunk's back. This is how the chipmunk got his stripes.

86. DICTATION

Be ready to write the story from dictation.

Why the Bear Has a Stumpy Tail

Once a bear met a fox who came *slinking* along with a string of fish he had *stolen*.

"Where did you get those fish?" asked the bear.

"Oh, I've been out fishing, and caught them," said the fox.

So the bear had a mind to learn to fish, too, and *bade* the fox tell him how to set about it.

"Oh, it's easy and soon learned," *replied* the fox. "You've only to go upon the ice, cut a *hole*, and stick your *tail* down into it. You're not to mind if your tail smarts a little. That's when the fish bite. The longer you hold it there the more fish you get. Then all at once pull it out *sideways* with a strong pull."

The bear did as the fox had said. He held his tail down in the hole a long, long time, till it was *frozen* fast. Then he *pulled* it out with a crosswise pull, and it *snapped* short off. That is why Bruin's tail is stumpy to this day.

Study the story as follows: Learn to spell the words in italics. Every time a different person speaks, a new paragraph is made. How many paragraphs are made for this reason?

How many quotations end with periods? with question marks? Are any of them more than one sentence long?

Notice that the word *oh* is used twice. Find the mark used after it. Find the word *too* and notice the mark before and after it.

Learn to place the apostrophe correctly in the contractions.

Study a sentence carefully by noting the capital letters, spelling, punctuation, and margin, then write it from memory. Compare the sentence just written with the book and correct all errors. Write the whole story in this way.

After you have finished writing from dictation, correct your work.

87. A REVIEW

Copy the following sentences, punctuating them correctly:

1. James spent his summer vacation climbing trees swimming in the river and hunting in the hills
2. Many of the people in Dayton Ohio lost their homes in the flood
3. Many cities in the United States celebrated the 400th anniversary of the discovery of America October 12 1892
4. Jack called to his brother Will you bring my coat

5. Certainly I will his brother replied
6. How are Mr and Mrs Brown and little Miss Brown she asked.

Tell why the words in the sentences below begin with capital letters, then make other sentences, using them.

1. I shall speak to Captain Matthews.
2. Will you give this to the doctor?
3. The trial will be held in Judge Brown's court.
4. He will call a meeting of the Democratic Party to-night.
5. Do you go to the Lincoln School?
6. I do not know President Gray.
7. He was elected to the United States Senate this year.
8. I have never read "Black Beauty."
9. Do you go to the Presbyterian Church?
10. My Aunt Jane will go with me.

88. ORAL WORK

Choose the correct words from those in parentheses and read aloud the following sentences:

1. We (*seen* or *saw*) you when you (*done* or *did*) it.
2. (*Is n't* or *ain't*) that pretty?
3. I have n't (*no* or *any*) pencil.
4. (*Does n't* or *don't*) he write (*good* or *well*)?
5. (*Can* or *may*) I go with you?
6. She (*set* or *sat*) down and listened to me.
7. James (*run* or *ran*) all the way to school.
8. It was (*me* or *I*) who whispered.
9. She (*lay* or *laid*) her book down by me.

10. The dog is (*lying* or *laying*) by the door.
11. Have you ever (*seen* or *saw*) Niagara Falls?
12. The boy (*come* or *came*) all the way to meet me.
13. I did n't see (*nobody* or *anybody*).
14. He (*gave* or *give*) five cents to the beggar.
15. The bell (*rang* or *rung*) just as I (*come* or *came*) into the yard.
16. (*Were* or *was*) you there, too?
17. How many boys (*brung* or *brought*) their money?
18. He ran (*like* or *as if*) he were shot.
19. Here are (*those* or *them*) needles you wanted.
20. Did I do (*good* or *well*) in my language paper?

Make other sentences, using correctly the words that were incorrect in the sentences above.

89. POSSESSIVE PLURAL

The following words show ownership, but in the plural the apostrophe is before the *s* just as it is in the singular. Can you tell the singular words from the plural? How? Learn to write these words from memory:

SINGULAR	PLURAL
man's	men's
child's	children's
woman's	women's
mouse's	mice's

Fill the blanks in the following sentences

with the words in italics, making them show ownership. Be careful to put the apostrophe in the right place.

1. —— hats will be sold next week for three dollars apiece. (*men*)
2. Did you put the —— Christmas gifts in their stockings? (*children*)
3. The —— nest was made from pieces of paper. (*mouse*)
4. Did you go to the sale of —— shoes? (*women*)
5. The —— house was sold yesterday. (*man*)

Study:

SINGULAR	PLURAL
(1) girl's	girls'
(2) lady's	ladies'
(3) man's	men's
(4) aunt's	aunts'
(5) woman's	women's
(6) friend's	friends'
(7) child's	children's

Fill the blanks in the sentences below. The figures following the sentences tell you from which group to choose. Before choosing the word, decide if one or more than one is meant.

1. "Are the —— lunches ready?" asked Mrs. Brown. (1)
2. The —— games amused their mothers. (7)
3. My —— home is in Boston, Massachusetts. (4)
4. We shall go to the city when there is a sale of —— dresses. (5)

5. Let us go to my —— home for dinner. (6)
6. The —— work was done when he came in. (3)
7. The —— carriages will call for them after the meeting. (2)

90. DICTATION

Read this letter carefully:

San Francisco, California
September 21, 1913

Dear Bob,

Just as soon as I came home last night I went over to your house to see you and tell you about my trip. *There* was *nobody* there, so I went to see your Aunt May. She gave me your *address* and I *promised* her to write you. Now I am going to tell you what I did.

I went to Woodland where Cousin Dick has a farm. He *showed* me how to help the men, and every day for two weeks I *worked* in the hayfield. The men were *loading* the hay on wagons and putting it into barns for the cows and *horses* to eat in *winter*.

When the hay was all in, I rode on *horseback* with my cousin after some more cows. It was a very warm day and the cows *tried* to turn into *every* road. I was so *tired* at night that I went to bed without my *supper*.

A few days afterward, *four* of us boys went fishing. I did not *catch* a *single* fish, but the other boys *caught* two *apiece*.

Another day we took our *lunches* and went to gather some nuts. Our backs *ached* that night, for we *raced* to see who would get the most. I had a *whole pailful* more than any one else.

On my way home on the *train* I saw the men gathering *sugar* beets. The beets were *lying* on top of the *ground*. The men came by with wagons, *picked* up the beets, and *threw* them in.

I had a fine *vacation*, but I am still very sorry that you could not go with me. Hurry home, for there are many more things I *should* like to tell you.

Your friend,

Tom Bush

Study the words in italics until you can write them, three at a time, without looking at the book.

How many paragraphs are there?

Study the letter, sentence by sentence, writing from memory as you study. Correct your work.

Write the letter from dictation.

Open your book and correct your work, sentence by sentence. How many errors did you make? *Two* is used twice in this letter. Did you spell it correctly each time? How many mistakes did you make in spelling? how many in capital letters? how many in periods?

Tell the story this picture tells you

91. A LETTER TO WRITE

Read again the letter in your last lesson. Pretend you are Bob, and answer Tom's letter.

Express your surprise at receiving his letter, and say you are glad that he enjoyed his vacation.

Tell him where you are and how you happened to go.

Write of the things you are doing on your trip.

Tell him when you are coming home.

Write what you think will be of interest. Perhaps you are away for only a few days. Maybe your uncle and aunt sent for you very unexpectedly. You are Bob, and are at liberty to write just what you please. Make an outline. Write from the outline.

92. ORAL WORK

Study:

1. The man *sits* on a box.
2. The man *sat* on a box.
3. The man *has sat* there ever so long.
4. I *set* the box on the chair yesterday.
5. I *have set* the table many times.

Read the sentences on the next page, filling the blanks with *sat* or *set*, *sit* or *sits*. Use the sentences above to help you choose the right word.

1. Baby —— in his high-chair.
2. He has —— there since he was ten months old.
3. Mother —— baby's cup away.
4. She has —— it away many times.
5. I —— near Mary in school yesterday.
6. Alice and her sister have —— beside me ever since they came.
7. We —— the vase on the table.
8. Will you —— with me to-day?

Read these sentences, choosing the correct words from those in parentheses:

1. Have you ever (*sat* or *set*) by the window?
2. We moved the bookcase and (*sat* or *set*) it in the hall.
3. Mary (*set* or *sat*) by her sick mother.
4. She has (*sat* or *set*) the dishes on the table near the door.
5. "Do (*set* or *sit*) still," said the mother.
6. The first row of children (*may* or *can*) pass to the board.
7. Fish (*can* or *may*) swim.
8. A shark (*may* or *can*) swallow a man.
9. (*Don't* or *does n't*) Tom feel well?
10. I did not see (*anybody* or *nobody*) there.
11. Will not (*somebody* or *nobody*) help me?
12. She is taller than (*I* or *me*).
13. He writes faster than (*they* or *them*).
14. Do not work (*like* or *as if*) you did not care.
15. He runs (*like* or *as if*) a winner.
16. He does not try (*like* or *as*) he used to.

93. A STORY TO TELL

The groups of words in italics help to express the beauty and sadness of this story. Find any other expressions of this kind. Tell the story, using as many of these expressions as you can.

The Little Match Girl

It was the last day of the year and almost dark. A cold wind was blowing, and the snow *covered the earth with a thick, white mantle.*

Out in the bitter cold was a little girl *with fair, sunny hair.* About her shoulders was *an old, ragged shawl.* Her feet were bare and *blue with cold.*

She was a little match girl. All day long she *had wandered through the streets,* but *had sold no matches.* She was hungry and cold, and afraid to go home without money.

She sank down on some stone steps and tried to draw her little cold feet under her. Then *there came* to her the *odor of roast goose.* How good it smelled! She shivered as the *cold wind* struck her.

Her hand touched a bundle of matches and she wondered *if one would not make her warm.* She took one from the package and struck it against the wall. What a bright light it gave! It seemed *like a fine big stove.* She stretched her little cold feet to warm them. Just then the match burned out and there were only the *cold wind* and the *blinding snow.*

She struck another match, and as it flamed up the cold wall faded and she found herself looking into a

beautiful room. There she *saw a table filled with good things* to eat. Surely they were for her! She felt the warmth of the room and started up. Then the match went out, and she *saw only the damp stone steps.*

Quickly she lighted another match. There before her stood a wonderful Christmas tree. Beautiful gifts were under it, and a thousand candles on it *sent warmth and comfort* to her. Then the lights *rose higher and higher* until they seemed *like stars in the sky.* They made her think of her grandmother, who had always loved her but who was dead now.

She put out her hand, for before her stood her grandmother. She had bright, beautiful wings, and *she beckoned to the little girl.*

Then the match almost went out and the dear grandmother began to fade. The little match girl was so lonely that she could not let the only one who loved her go away as the warm stove, the roast goose, and the Christmas tree *had gone* before. She lighted the whole bundle of matches, and waited for them to burn brightly.

As the matches flamed up, *a bright light flooded the place.* The grandmother came near and gathered the little girl into her arms. Then up, up, up, they went together, *far above the earth,* where only joy and happiness can be found.

In the morning they found the little match girl. In her hand were the *burned matches.* A happy smile was on her face even in death. No one knew what *wonderful pictures she had seen,* but all knew that the poor little girl's sufferings were over.

94. A REVIEW

Be ready to write the following words from dictation. To be correct, the words must be written just as they appear here.

1. Tuesday
2. Wednesday
3. Saturday
4. January
5. February
6. April
7. August
8. November
9. December
10. Christmas
11. New Year's
12. Memorial Day
13. St. Valentine's Day
14. Hallowe'en
15. Thanksgiving
16. woman
17. valley
18. women
19. valleys
20. countries
21. pony
22. ponies
23. o'clock
24. half-past
25. all right
26. already
27. Illinois
28. District of Columbia
29. California
30. Washington
31. Chicago
32. San Francisco
33. Black Beauty
34. Alice in Wonderland
35. The Youth's Companion
36. Saturday Evening Post
37. Main Street
38. Old South Church
39. General Lee
40. President Washington
41. Judge White
42. Captain Black
43. Dr. Crane
44. Mrs. Edwards
45. Miss Hill
46. Lincoln School
47. Gem Theater
48. Governor Clark
49. Revolutionary War
50. Civil War

51. England
52. France
53. Spain
54. Alaska
55. Germany
56. English
57. French
58. Spanish
59. American
60. Indian
61. Eskimo
62. Cousin Alice
63. Aunt Jane
64. Uncle James
65. Democratic Party
66. Republican Party
67. Progressive Party
68. eleventh
69. twelfth
70. eighth
71. forty-nine
72. ninety-seven
73. third
74. nineteen
75. hundred

94 A

Make a correct list of the words from lesson 94 that were marked wrong because the capital letters were omitted. Make a second list of those that were incorrect because a period or an apostrophe was omitted. Make a third list of those words that were incorrectly spelled.

Be ready to write the whole list correctly from dictation.

95. A REVIEW

Be ready to write the list on the opposite page from dictation. If more than one way is given, write both. After dictation, open your book and correct your work.

1. two o'clock
2. half-past four
3. 4:30 a.m.
4. 6:05 p.m.
5. 6:30 *or* six-thirty
6. first of September
7. February 3
8. December 1, 1916
9. 18,360 men
10. fifty cents
11. one dollar and ten cents, *or* $1.10
12. sixty
13. four boys
14. their hats
15. rode fast
16. too much
17. there were
18. two boxes
19. knew everything
20. no pencils
21. piece of pie
22. our dogs
23. for you
24. new dresses
25. know my lesson
26. four oranges
27. rough road
28. buy a book
29. weak from illness
30. a long time ago
31. pair of shoes
32. through the park
33. peace between countries
34. passed by
35. a long week
36. pear to eat
37. threw the ball
38. has n't
39. does n't
40. was n't
41. have n't
42. did n't
43. are n't
44. won't
45. could n't
46. goose's bill
47. men's houses
48. mouse's nest
49. women's hats
50. children's games

95 A

Make a correct list of the expressions you missed in lesson 95. Study them, three at a

time, until you can write them from memory.

Make sentences, using the expressions in your list.

Be ready to write the list from dictation.

96. A LETTER TO STUDY

Read the letter carefully:

Laguna Beach, California
August 10, 1914

Dear Mother,

We have had such an *exciting* day at the *beach* that I shall try to tell you all about it to-night.

About ten o'clock this morning the movie man came along the walk asking everybody to go up to the schoolhouse to take part in the new *pictures* they are *making*. Aunt Mary was too busy to take us, but she said we might go with the others and take Jack, too. His legs are so short that it took a long time to walk through the sand, and we were almost too late for the picture.

The people were standing in two rows, waiting for the *bride* and *groom* to come from the *church*. We had just taken our places when they walked out arm in arm, down the steps, and past the people toward the road. Just as they passed, Jack pulled away from me and ran right out into the center, stood still, and looked around. Then he followed behind the bride and groom, *clapping* his little hands and *laughing*. He

looked so *cunning* that all the people *smiled*, but I was *afraid* he had *spoiled* the picture.

The movie man was *pleased*, *though*, and asked whose baby it was. I was so *proud* to tell him it was my baby brother. Then he said that he would take another picture, in order to be sure he had a good one. So we did it all over again, and when we *waved*, Jack followed right on, clapping his hands as before. When the picture was taken, the bride came back, *picked* Jack up in her arms, and *kissed* him.

The play is called the "Pursuit of the Phantom" and will be shown in the Temple Theater, September 25. Do you think father will take us to see it?

We go in bathing every day since it has been so warm. Jack is n't afraid to stand still and let the water come up over his feet.

Aunty says for you and father to hurry back, for we miss you very much. All send love.

Your daughter,

Freda

Study the letter for reproduction as follows:

Learn to spell the words in italics. Find and write the time of day.

Find these expressions in the letter, and write sentences, using them: *along*, *too busy*, *through*, *passed*, *too*, and *a long time*.

Find and write the name of the picture; a date; the name of a building; a contraction.

Write sentences, using:

exciting time
almost too late
standing in two rows
walked arm in arm
clapping his little hands
spoiled the picture
so proud to tell him
as before
Pursuit of the Phantom

97. A LETTER TO REPRODUCE

Reproduce the letter in lesson 96, using the following outline:

Why you wrote the letter at once.
Going to the schoolhouse.
The picture at the schoolhouse.
Where the picture will be shown.
Jack in bathing.
Aunty's message.

If you prefer, you may pretend you are mother and answer the letter.

98. ORAL WORK

Read these sentences, choosing the correct words from those in parentheses:

1. I (*sat* or *set*) by him until he fell asleep.
2. May has (*sat* or *set*) there for ten minutes.
3. Did you (*set* or *sit*) by her last term?
4. My dog (*lay* or *laid*) by my bed last night.
5. He often (*lays* or *lies*) there.

6. The man looks (*like* or *as if*) he were ill.
7. She has often (*seen* or *saw*) a flying machine.
8. He (*did* or *done*) the work well.
9. Does she feel (*well* or *good*)?
10. Has he (*gone* or *went*) to school?
11. She (*rang* or *rung*) the bell.
12. The boy has already (*eaten* or *ate*) his breakfast.
13. Has n't (*nobody* or *anybody*) a pin?
14. Run (*quick* or *quickly*), or you will be caught.
15. The fox did not want (*them* or *those*) grapes.
16. (*May* or *can*) I go to-night, mother?
17. My brother throws a ball (*like* or *as*) I do.
18. Have you ever (*ridden* or *rode*) horseback?
19. Please let me (*sit* or *set*) by you.
20. My coat is (*laying* or *lying*) on the grass.

Be ready with other sentences to show the correct use of the words in the parentheses above.

99. THE COMMA

Study these four sentences, noticing the punctuation of *however*, *indeed*, and *too:*

1. He, however, will pay for the broken window.
2. However, I shall try to come.
3. Yes, indeed, I should like to visit you.
4. He brought the money, too, though he had to earn it himself.

In these sentences *however*, *indeed*, and *too* make the meaning stronger. When *however*, *indeed*, and *too* make the meaning of a sentence

stronger, or more emphatic, they are separated from the rest of the sentence by commas.

Write these sentences, punctuating them correctly:

1. I know however that Mary went away
2. He is indeed a better boy
3. However the Progressive Party won in California
4. Mary too will help you
5. He has n't been here since last week
6. Did nt you see the boys new skates
7. The girls however have a basket ball court
8. Ladies clothing and boys clothing too are sold in Browns store
9. Indeed the wreck of the Titanic was a terrible disaster
10. King Ferdinand and Queen Isabella too were willing to hear Columbus speak

99 A

Model sentences for study:

1. The man was quite right.
2. The man, however, was quite right.

The second sentence does not tell any more than the first, though it has an extra word. The word *however* merely makes the statement more emphatic, and is, therefore, set off by commas. Copy the sentences on the opposite page, noticing two other words of the same class that are set off by commas.

1. John went, too, though he was quite ill.
2. The house, however, was vacant.
3. No, indeed, it would not be right.
4. The children, however, must stay with me.
5. Must the young men, too, go to war?
6. It was, indeed, a beautiful sight.

Write the following sentences, punctuating them correctly:

1. Will he too go into the next grade
2. Indeed we shall have a good time
3. You cannot go however until your work is done
4. Has his sister too a new bicycle
5. Indeed Aunt Jane will come for us
6. The sisters however are too young
7. Is he too going

100. CHOICE OF WORDS

Choose the right words from those in parentheses in the sentences below. Write only the words. Number them the same as the sentences; as, *1. may.*

1. —— we stay after school? (*may* or *can*)
2. I know why he —— like to go swimming. (*don't* or *does n't*)
3. Tell me what you —— doing. (*was* or *were*)
4. We played —— games to-day. (*those* or *them*)
5. John works much harder than ——. (*I* or *me*)
6. Do I look —— I could do it? (*like* or *as if*)
7. We saw the horse —— by the road. (*laying* or *lying*)

8. I did not see ——. (*anybody* or *nobody*)
9. It was —— whom you saw. (*they* or *them*)
10. He left a fortune to be divided —— John and James. (*between* or *among*)
11. Run as —— as you can. (*quick* or *quickly*)
12. School has been closed for a ——. (*week* or *weak*)
13. It is a long time since I have eaten so good a —— of bread. (*piece* or *peace*)
14. When the fox arrived he found the tortoise —— there. (*all ready* or *already*)
15. The horse was jogging —— at an easy gait. (*a long* or *along*)
16. "I have n't —— paper," said Dick. (*no* or *any*)
17. She called for her and ——. (*me* or *I*)
18. Please buy me a —— of shoes. (*pair* or *pear*)
19. Many a time we have —— there together. (*gone* or *went*)
20. Trust me to do it ——. (*all right*)

Write sentences showing the correct use of *them*, *laying*, *no*, *were*, and *among*.

101. AN ORIGINAL LETTER

The picture on the opposite page will suggest to you something interesting that a baby has done. Pretend this baby is in your family, and write a letter to grandma telling about it; *or*

Write a letter telling something interesting about a baby you know. Make an outline.

A message

102. CAPITAL LETTERS

Learn to spell and capitalize the following:

SCHOOLS

Washington School — Main Street School
Harvard University — Stanford University

GOVERNMENT

American Congress
United States Senate
House of Representatives

Write a special name for each of these:

a theater	a month
a store	a day of the week
a ship	a book
a church	a newspaper
a city	a war
a school	a president
a country	a king
a political party	a holiday

Make the following expressions show ownership in another way:

the tails of the cats
the birthday of Lincoln
the suits of the men
the games of the boys
the hat of the lady
the songs of the birds
the picture of John
the tools of the carpenters

Use in sentences the expressions you have just written.

102 A

Copy this list of names, writing after each what it is the name of; as, *Brown's Market, a store.*

Brown's Market	Arabian Nights
Titanic	Evening Mail
Methodist	Civil War
Boston	Garfield
Longfellow	Ferdinand
France	Isabella
Indian	Christmas
Democrat	Harvard
February	St. Nicholas
Wednesday	Congress

Use the names above to fill these blanks. The words following the sentences tell what special names to choose. Copy the sentences.

1. I shall go to —— to-morrow. (store)
2. He is a graduate of ——. (university)
3. I pass the —— every day. (church)
4. We saw an —— at the circus. (race of people)
5. Washington's Birthday comes the twenty-second of ——. (month)
6. The —— lasted four years. (war)
7. Both Lincoln and —— were shot. (person)
8. Do you take ——? (magazine)
9. The —— elected Wilson President in 1913. (political party)
10. Did you read the account of the sinking of the ——? (ship)

Answer the following questions by making one of these words show ownership: *cat, frog, boy, sister, bird, aunt, uncle, girl;* as *The cat's fur.*

How do you make a word meaning **one** show ownership? a word meaning **more than one?**

Whose fur?	Whose garden?
Whose dresses?	Whose legs?
Whose games?	Whose nests?
Whose farm?	Whose benches?

103. A REVIEW

Make sentences, using the name of a building; a great event; a newspaper; a book; a title of relationship; a title of office.

Be ready to write the following sentences correctly from dictation.

1. The morning News describes the burning of the Gem Theater at ten o'clock last night.
2. While we were in Washington, D.C., we shook hands with President Wilson. Then we visited Congress, which was in session. The Senate was listening to an address by General Brown. The clerk was reading a bill to the House of Representatives.
3. "Is this a story of the Civil War?" she asked.
4. Mrs. Black's reply was, "To-morrow we shall go."

Write other sentences, using *all ready, along, all right, by, here,* and *among.*

104. ORAL WORK

Read carefully the following sentences:

1. He *let* the book fall.
2. Alice *ought not* to do it.
3. She *used to* live here.
4. John *should have done* better.
5. He *might have been* killed.
6. If he *had worked harder* he *would have been* promoted.

Do not make the following mistakes:

1. He left the swing go.
2. He had n't ought to try it.
3. She use to write well.
4. I should of gone with her.
5. He might of been hurt.
6. If he had of worked harder he would of been promoted.

Study the correct forms in italics first, then find the mistakes in the incorrect sentences. Be ready to read the sentences correctly.

Choose the correct words from those in parentheses and read the following sentences.

1. He (*let* or *left*) the bird fly away.
2. She (*use* or *used*) to sing well.
3. She might (*of* or *have*) told me.
4. He (*had n't ought* or *ought not*) to go.

Write sentences, using correctly *let*, *ought*, *used to*, *should have*, *would have*, *had worked*, and *would have been*.

105. A BUSINESS LETTER

Read this letter carefully:

18 Lawrence Street
St. Louis, Mo.
June 3, 1914

Mr. J. A. Dayton
60 Commercial Street
St. Louis, Mo.

Dear Sir:

In answer to your advertisement in this morning's paper, I hereby make application for the position of errand boy in your office during the summer vacation.

I am twelve years old and have finished the sixth grade.

I hold recommendations from my teacher and principal, and the required certificate permitting me to work.

Yours truly,
Albert Matthews

This is a **business letter.** The heading always consists of the place where the letter is written and the date. How many lines does it take? In a business letter you may abbreviate the name of the state. Copy the heading.

The **inside address** comes next. The name of the person is on the first line, then the number and name of the street, then the city and the state together. Copy the address.

On the next line is the salutation, *Dear Sir*,

followed by this mark (:), called a **colon.** Notice the margin. Copy the salutation.

Learn the closing. Copy it. This is the usual closing for a business letter. *Yours very truly* is also good form. When a girl signs her name it is customary to place *Miss* in parentheses (*Miss*), to guide the one to whom the letter is written in addressing the envelope. Do this only in business letters, not in letters to friends. You are now ready to copy the letter. Be very careful to have everything right. Remember that a position is often lost through a carelessly written letter.

Compare your letter with the book, line by line, to see if you have spelled the words correctly and put in the capital letters, periods, and commas where they belong.

Have you kept a straight margin?

Did you paragraph correctly? Correct all your mistakes. If you have made more than two, do the work again.

106. A LETTER TO WRITE

Write a letter from 210 Poplar Street, Detroit, Mich., to Mr. Henry F. French, 896 Howard Street, Detroit, Mich., applying for the position of cash boy or girl in Mr. French's store. Sign your own name. Use the letter in lesson 105 as a model.

106 A

Copy the following headings for business letters. Study carefully the punctuation and capitalization.

640 Park Street
Hartford, Conn.
December 3, 1914

Five capital letters, two commas, and one period are used. Check your work to see if it is right.

329 Fort Street
Richmond, Va.
September 6, 1916

Five capital letters, two commas, and one period are used. Check your work.

329 River Street
Nashville, Tenn.
February 4, 1896

Five capital letters, two commas, and one period are used. Check your work.

San Antonio, Texas
December 6, 1916

Four capital letters and two commas are used. Check your work.

Before the salutation in a business letter there is always an inside address. Refer to lesson 105 to find the place of this inside address, then copy the addresses and salutations on the opposite page.

Mr. Harry Brown
180 State Street
Chicago, Ill.
Dear Sir:

One comma, two periods, and one colon.

Messrs. Brown and Little
San Francisco, Cal.
Gentlemen:

One comma, two periods, and one colon.

The Howard Hardware Co.
Madison, Wis.
Gentlemen:

One comma, two periods, and one colon.

Copy these closings for business letters:

Yours truly, Yours very truly,

106 B

Read the following letter and prepare to write it from dictation:

250 High Street
Kansas City, Mo.
November 28, 1914

Mr. George Holmes
46 Front Street
Kansas City, Mo.

Dear Sir:

Please consider me an applicant for the position of delivery boy during the Christmas vacation,

I am twelve years old. My teacher will recommend me as a responsible boy. I lived on a farm until August of this year, so I know how to care for horses as well as drive them.

Yours truly,

Harry Brown

Compare your work with the book, and correct the errors.

107. A REVIEW

Write the names of all the political parties you know.

Write the names of two churches.

Who makes the laws for your state?

Write in a sentence the names of the two houses of the legislature in your state.

Write in a sentence the names of the two houses of Congress of the United States.

Write the names of two buildings.

Write the names of two ships.

Use in a sentence the name of a newspaper.

Write a sentence containing a quotation that asks a question.

Write sentences to show the use of *President* and *president; Aunt* and *aunt; weak* and *week.*

Write the plural of *sister, day, year, lady, woman.* Write the possessive singular and plural of the same words.

Write sentences, using *however, indeed,* and *too.*

107 A

Refer to lessons 102 and 102 A and correct as many of the mistakes as you can in lesson 107.

Copy the sentences below, filling the blanks with the words that follow them. Use capital letters whenever necessary.

Remember that *aunt*, *uncle*, *cousin*, and such titles as *president*, *judge*, *captain*, *governor*, and the like, begin with capital letters when a name follows, as in the first sentence below.

1. I went to see *Aunt Jane*.
2. Will you speak to —— Gates? (*president*)
3. Let us go to see —— Miller. (*grandma*)
4. Is your —— here? (*cousin*)
5. The —— of the ship was on the bridge. (*captain*)
6. Who will be the —— and award the prizes? (*judge*)
7. Did —— Parks sign the bill? (*governor*)

108. A STORY TO TELL

The parts in italics will help you tell this story correctly. Find and use words and expressions that add interest.

Five Peas in a Pod

There were once five peas in a pod. The peas and the pod were green, so they thought the whole world was green. With the warm sunshine and the gentle rain, the peas *grew* larger every day.

At last one *asked*, "Are we to sit here forever? I fear *sitting* here so long will make us hard."

Weeks passed. The pod *turned* yellow. The peas *turned* yellow. They thought the whole world was *turning* yellow.

Suddenly they felt a pull. "Now we shall see the world," they thought.

Soon they found themselves in a little boy's pocket, with many other pods just like them.

Then *came* a cracking sound and out rolled the five peas into the sunshine. There *they lay* in the little boy's hand.

"Just the thing for my pea shooter," said he, and he put the largest one in and shot it off.

"Catch me if you can," said the pea, and away it went. Into the shooter went the second pea.

"*I shall fly* right to the sun," it said, and was off.

"We shall go to sleep wherever we go," said the next two, and away they went.

"*I shall be* happy whatever happens," said the last little pea. It flew to the window of a garret and fell *into a box* of earth. There *it lay* for a long time.

In the little garret lived a poor woman and her daughter. The little girl was ill, and *lay* all day in bed while the mother went out to earn their bread.

One spring morning the little girl looked toward the window, and saw something green *peeping* in.

"It looks *as if it were moving*," she thought.

All day long she watched it, wondering what it could be. When her mother came that night, she opened the window to see what it was.

"It is a little pea that *has taken* root and is growing," she exclaimed. "I wonder how it *came* here."

The little girl's bed was moved nearer the window that she might see the plant.

"I think *I shall* soon be well, mother," she said. "The little pea is growing so fast I think *I shall* soon grow well, too, and go out into the sunshine."

By the time the first pink flower *came*, the little girl was able to sit up for an hour, and in a short time she could water and tend the plant herself.

109. WORDS IN PAIRS, AND REVIEW

Study the following sentences, noticing the use of *sale* and *sail:*

1. There was a *sale* of children's clothing to-day.
2. Did you *sail* on the river last night?

Fill the blanks below with *sail* or *sale*, reading the two sentences above before choosing. Copy these sentences.

1. Columbus crossed the ocean in a —— boat.
2. We went to the —— at the Woman's Exchange.
3. Would you like to go for a —— ?
4. The breeze is too strong to —— to-night.
5. The girls had a candy —— yesterday at the Washington School.
6. The —— of this land was made for $10,000.

Write the name of your school; of a church; of a moving-picture theater; of a ship; of a store; of a political party.

Write sentences using *indeed*, *however*, and *too*. Write a sentence using the time of day.

110. WORDS IN PAIRS, AND REVIEW

Study the following sentences:

1. He had a severe *pain* in his head.
   He broke the *pane* of glass yesterday.
2. The mouse's *tail* was caught in a trap.
   A *tale* is another name for a story.

Fill the blanks below, choosing the correct words from those following the sentences. Be careful to read the sentences at the beginning of the lesson before choosing.

1. Mother had a —— in her head (*pane* or *pain*)
2. Did you hear General Smith tell the —— of his early life? (*tale* or *tail*)
3. The dog's —— wagged for joy. (*tale* or *tail*)
4. He broke the window —— . (*pane* or *pain*)
5. Did the —— cause him to cry? (*pane* or *pain*)
6. The man's —— was very sad. (*tale* or *tail*)

Write other sentences, using *tale*, *tail*, *pane*, *pain*, *sail*, *sale*, *piece*, and *peace*.

111. DICTATION

Read the following description, noticing that every sentence is short and definite.

Haymarket Square

There is another place in Chicago besides South Water Street where *vegetables* are sold. It is

Haymarket Square, on the west side. South Water Street makes you think of fruit farms in Michigan, of orange groves in Florida, of *vineyards* in California. Haymarket tells you a story of little gardens on the *edges* of your own town. The wide street is crowded with *rough-looking* wagons. They stand in long, *straight* lines, with a narrow walk between. The street is so wide that there are two such lines on each side of it. Over the sides of the wagons hang *carrots*, beets, *spinach*, pie-plant. The *soil* on the roots is still damp. The wagon wheels still carry bits of country mud. These vegetables were pulled last night. Perhaps they were grown inside the city limits. They were *hauled* downtown before the sun rose this morning. The gardener now stands handling his vegetables and talking to a grocer's buyer. Women go about with big baskets, buying *onions* and *cabbage* for their dinners.

At twelve o'clock the sale stops. Grocers' wagons hurry off to their stores. Gardeners are *driving* home to get another load ready for the next day. At the sides of the street the commission men in their stores are ready to sell these vegetables to small *groceries*.

Read again the first sentence. Then find how many sentences in the paragraph add something to the thought expressed there. Notice the order of telling each point in the description.

Study the description for dictation as follows:

Find the word that tells the size of the gardens; that describes the wagons; the lines; the walk; the soil; the baskets.

Learn to write the words showing ownership; a group of words expressing the time of day. Notice how these words are used: *two*, *our*, *there is*, *there are*, *off*, *their*. Notice the use of capital letters and commas. Learn to spell the words in italics. After you have written the story from dictation, correct your work.

Make an outline for this description, and reproduce it. In another lesson, you may use this as a model and describe some interesting street or place you know about.

112. A STORY TO TELL

The words in italics in this story are often used incorrectly. Remember to use them correctly when you are telling it.

The Ugly Duckling

In a corner of a barnyard a duck once *sat* on a whole nestful of eggs. She had *sat* there so long that she was already tired of it and almost ready to leave.

At last one egg cracked, then another, and another. Finally the eggs were all hatched but one. The other ducks advised her to *leave it* and teach the little ducks to swim. But she decided *to sit* on it a little longer. At last the shell *burst* and out tumbled a very ugly looking bird.

"It can't be a turkey," thought the mother to herself. "I 'll take it down to the water to see if it can swim."

So the mother duck went down to the pond with all her family. Splash! she went into the water, and after her tumbled every duckling. Even the ugly one *swam*.

The next day Mother Duck took her family into the poultry yard. The little ducklings kept together, turned out their toes, and bowed to the old ducks as their mother had told them to do.

The other ducks all around stared at them and said, "Oh, look how ugly that one is!"

The poor little ugly duckling was pecked and teased by ducks and chickens alike. Even the little girl who fed them kicked it with her foot.

At last the ugly duckling could stand it no longer, Out of the yard it *flew* and away it *ran* until it *came* to a place where wild ducks lived. There it *lay* all night.

In the morning the wild ducks *saw* it. "What a queer little fellow you are," they said. "You are so ugly that we like you quite well. Will you come with us?"

Just them a gun went off, and the whole flock of ducks *flew* up and away, leaving the duckling alone.

After a few hours, it *ran* on over the fields and meadows until it reached a little hut. The door was open just enough for the duckling to squeeze itself into the room.

In the hut lived an old woman, with her cat and

her hen. In the morning they discovered the visitor. The cat began to mew and the hen to cackle.

"Can you lay eggs?" asked the hen.

"No," answered the duckling.

"Can you purr?" asked the cat.

"No," the duckling said.

Then neither the cat nor the hen would have anything to do with the poor little duckling. So once more it started out into the world alone.

Winter *came* on, and the duck suffered much. Sometimes it *swam* around in the water to keep from freezing. Then it *lay* on the snow under the bushes. But when the sun shone once more and the larks *sang*, it spread out its wings and *rose* into the air.

It *flew on* until it found itself over a pond in a beautiful garden. There it *saw* three beautiful swans swimming lightly on the water. "They will kill me," thought the ugly duckling. "But no matter! It is better to be killed by them than teased by the ducks, kicked by the girl who feeds the chickens, or frozen in winter." So it *flew* down to the water and *swam* toward the beautiful birds. As it looked into the water it *saw* its own likeness. It was no longer an ugly duckling, but a beautiful swan!

Some little children *were running* about in the garden. They *saw* the beautiful new bird and *threw* it some cake and bread. The young one *hid* its head under its wing, for it *did not know* what else to do.

"I never dreamed of such happiness as this!" it said, as it shook its feathers and lifted up its slender neck.

113. A REVIEW

Copy the following sentences, punctuating where necessary.

1. Mens actions show their character more clearly than words
2. The kings troop marched many miles during the Revolutionary War
3. How many days did it take General Grants' army to win the battle
4. The little dog was too tired to keep up with their horses rapid gait
5. The boys football suits will come on June 1st 2d 3d or 4th
6. In Germany the farmers sons and daughters too work in the field
7. The Indians blankets were woven by their daughters
8. As they lay there, the childrens hearts stood still with fright
9. The doctors office is on the third street east of Main
10. James said to Mrs. Brown Will you lend Black Beauty to my cousin
11. Judge Brown received the nomination

Write sentences containing the special names beginning with capital letters in this exercise.

114. PAIRS OF WORDS, AND REVIEW

Study the following sentences. Notice the difference in the use of the words in italics.

1. Of *course*, he will do it.
2. This linen is too *coarse* for handkerchiefs.
3. The winding *course* of the river was plainly seen from the top of the hill.

Fill the blanks below with *coarse* or *course*. Copy the sentences:

1. The hair of the ordinary goat is too —— for cloth.
2. Could you follow the —— of the stream far?
3. He could not go then, of —— .
4. Do not sew with too —— thread.

Study the sentences below. Notice the difference in use of words in italics.

1. Mr. Jones is the *principal* of our school.
2. He is the *principal* worker in the attempt to get better government.
3. The *principle* of the new law will insure its passage.
4. Lincoln is admired for his fine *principles*.

Fill the blanks with *principal* or *principle*. Copy the sentences:

1. Is Mr. Smith the new —— of Lincoln School?
2. He was chosen because he had better ——.
3. The —— idea of the lecturer was to get all to work for the new officers.
4. The —— worker was granted a vacation.

Write sentences, using *tail*, *tale*, *pain*, *pane*, *course*, *coarse*, *principle*, and *principal*. Refer also to lesson 110.

115. PAIRS OF WORDS, AND REVIEW

Study the words in italics until you can use them correctly:

1. He walked *straight* home.
2. The line was very *straight*.
3. In going around South America, the big ship passed through the *Strait* of Magellan.
4. A *strait* is a narrow body of water connecting two larger bodies of water.

Fill the blanks in the following sentences with *strait* or *straight*.

1. Soldiers are trained to walk very ——.
2. The boys drew a —— line to make the fence ——.
3. Do you know where the —— of Gibraltar is?
4. Can you give the definition of a ——?

Study carefully the words in italics:

1. They *seem* to be very nice boys.
2. The girl sewed the *seam* very straight.

Fill the blanks in the following sentences with *seem* or *seam:*

1. Does it —— cold to you?
2. I do not —— able to do it.
3. Is there more than one —— to sew?
4. A —— in the boat opened and the water rushed in.

5. All —— to be in a hurry.
6. The child sewed the —— well.

Write sentences, using *straight*, *strait*, *seem*, *seam*, *course*, and *principal*.

Refer also to lesson 114.

116. A STORY TO REPRODUCE

Read this story carefully:

Priscilla's Lesson

Julia and Molly were *having* their lesson in spelling in the schoolroom by the window which *overlooked* the garden. Nonesuch was their pet kitty. She was *sitting* in the shed *watching* her little *daughter*, Priscilla, climb into the lilac bush. A tubful of water stood just below the bush. It was sunk into the ground, and was used by Molly's mother for watering the plants, and by Molly and Julia for a lake. The little kitten was so small that she found it hard to climb.

"She is *really beginning* to climb," said Molly under her breath.

"How do you spell 'tongue,' Molly?" her teacher asked for the second time. "I cannot let you children sit near the window if you don't attend to your lessons," she added.

Molly did not answer, but darted out of her seat and ran swiftly toward the door, without taking time to ask permission.

"Sit down, Molly Benson," Miss Beck *commanded*.

"Priscilla is *drowning*," Molly *explained*, as she rushed from the room.

Nonesuch landed the kitten safely on the grass

The poor little kitten had lost her *balance* and had fallen from the bush into the tub of water. Miss Beck and Julia *eagerly* watched from the window to see what would happen. Would Molly be in time? The little kitten had sunk and could not be seen. Nonesuch, however, had *hastened* to help her child. She *braced* herself against the *edge* of the tub and waited until her daughter *rose* to the *surface* of the water. Then she leaned over, *seized* Priscilla's neck with her teeth, and landed her safely on the grass.

When Molly reached them, she found that the kitten was not hurt, but was very wet and *thoroughly frightened*. Molly took Priscilla into the schoolroom, and there was a long recess that morning.

Learn to write the title. Make a list of the words showing ownership.

Copy the quotations, noticing the marks around the word *tongue* in one of the quotations.

Write the names of the *persons spoken to* in two of the quotations, and notice how these words are separated from the rest the sentence.

Learn to spell the words in italics.

Notice that each time a different person speaks, a new paragraph is begun.

What persons and animals are named in this story? Find what each is doing when the story begins. Read the paragraph that tells about the tub. Where was it and what was it used for?

What words show Molly's haste to help the kitten?

Read the paragraph that tells what happened to the kitten. These events must be told in the right order to make the story clear. Notice the words in italics. They help to make you see clearly just what happened.

Make an outline of the happenings in the order of their occurrence. Copy the words and expressions that you think will add interest to the story. Then close your book and write.

117. EACH OTHER — ONE ANOTHER, AND REVIEW

Study these sentences, finding for yourself how many persons are referred to when *each other* and *one another* are used:

1. *John* and *Mary* shared the apple with *each other.*
2. *All the children* in the class made Christmas gifts for *one another.*
3. The *two* men bowed to *each other.*
4. There were so *many chickens* in the box that they crowded *one another.*

Fill the blanks with *each other* or *one another:*

1. Did the two sisters help —— to-day?
2. It is only naughty children who quarrel with ——.
3. The two generals changed swords with ——.
4. Will the children in these rows change papers with ——?

Fill the blanks below with *between* and *among*. Notice that there is the same difference in the use of *between* and *among* as in the use of *each other* and *one another*.

1. Please pass down —— these two rows.
2. There was only one —— all the children who saw the mistake.
3. —— the nine hundred passengers were six hundred Germans.
4. She divided the apple —— Ned and me.

Write the *words* that fill the following blanks. Do *not* write the sentences. Number each word with the same number as the sentence.

two — too

1. John and Dick, ——, have friends who live in the country.
2. The snow was —— deep for the children to wade through.
3. Did you see our —— dogs?

their — there

4. Where are —— hats?
5. Will you go —— to-morrow?
6. —— are many people here.

by — buy

7. He passed —— not long ago.
8. —— and —— we shall all be grown.
9. Will he —— the new book?
10. Mother will —— it for me.

here — hear

11. Do come —— to see the bird's nest.
12. Indeed, I like to —— them sing.
13. —— are the German flags we wanted.

new — knew

14. Mr. Brown —— where to go.
15. These are baby's —— shoes.
16. He —— the hour to be 7:30 p.m.

through — threw

17. Every one —— roses at the bride.
18. Will you walk —— the garden with me?
19. The baby —— a kiss to his sister.

118. IN — INTO, AND REVIEW

Study the following sentences. When do you use *in?* When do you use *into?* In which sentences is motion shown?

1. The ball is *in* the box.
2. He put the ball *into* the box.
3. Are you *in* the house now?
4. No, I am going *into* the house.

Fill the blanks below with *in* or *into:*

1. The baby is —— its bed.
2. Will you put the baby —— its bed?
3. He walked —— the house.
4. The boy threw the ball —— the air.
5. The work was done —— a short time.
6. We are —— the room.

Write sentences, using *each other*, *one another*, *in*, *into*, *seem*, and *seam*.

Write the words that correctly fill the blanks below. Number your words the same as the sentences are numbered.

rode — road

1. He —— along on his Indian pony.
2. By which —— did she come?
3. The —— was by a beautiful river.

like — as if

4. The baby cried —— its heart would break.
5. Harry looks —— his father.
6. They do their work —— they enjoyed it.

then — than

7. It was only —— that I saw my mistake.
8. She was much taller —— Mary.
9. —— King James and Queen Mary rode by.

set — sat

10. We —— by the creek to eat our lunch.
11. We —— the flowers on the table by the sick girl's bed.
12. Have you —— there long?

their — his — her

13. Did you ask anybody to bring —— lunch to-day?
14. All the children have —— hats on their heads.
15. If some girl has —— book ready, time will be saved.

lay — laid

16. Mother —— down to rest while Mary —— the freshly ironed clothes away.
17. The dog —— beside his master's chair.

119. A REVIEW

For study:

1. *sail*, sail a boat
   sale, sale of some land
2. *pain*, pain in the head
   pane, a window pane
3. *tail*, dog's tail
   tale, a story
4. *course*, of course, course of a river
   coarse, coarse thread
5. *straight*, a straight shot
   strait, Strait of Gibraltar
6. *principal*, our principal, Mr. Brown
   principle, the principle of a law
7. *between*, between two
   among, among many
8. *into*, go into the house
   in, already in the house
9. *each other*, when two are spoken of
   one another, when three or more are spoken of

Fill the blanks on the opposite page with words from the list above. The number after each sentence shows the group from which to choose. The list is for reference.

1. Will there be a —— of candy at school today? (1)
2. She has a —— in her arm. (2)
3. Is Mr. Brown the —— of the school? (6)
4. Put the keys —— the drawer. (8)
5. Have the class talked with —— about the pins? (9)
6. It will take —— cloth to make the dress. (4)
7. Can you draw a —— line? (5)
8. The —— of the river was very straight. (4)
9. Did you pass through the —— of Magellan? (5)
10. The two girls told —— everything. (9)
11. The boy knew the —— by which the engine worked. (6)
12. Did the birds fly —— the trees when you frightened them off the lawn? (8)
13. The dog's —— was cut off. (3)
14. He broke the window —— last night. (2)
15. I am going to —— my boat Saturday. (1)
16. The —— the sea captain told was very strange. (3)
17. The bee flew in a —— line. (5)
18. There was not an imperfect apple —— them. (7)
19. The two sisters looked at —— in amazement. (9)
20. Did you see the broken —— of glass? (2)
21. He went, of ——. (4)
22. The —— advantage gained is in time. (6)
23. Will you throw this —— the basket? (8)
24. There will be a —— at Brown's store next week. (1)

25. The basket-ball girls passed the ball —— themselves. (7)
26. The sick man was in —— much of the time. (2)
27. The bird is sitting up —— the tree. (8)
28. The bird made its nest of —— twigs. (4)

119 A

Rewrite the sentences in lesson 119, correcting the words missed. Use the words at the beginning of that lesson as models. and make sentences, using the corrected words.

120. A LETTER TO WRITE

Read the following letter:

810 Maple Street
Richmond, Va.
September 8, 1914

The Century Co.
Union Square
New York, N.Y.

Gentlemen:

When sending "St. Nicholas," kindly change my address from 189 Oak Street, Richmond, Va., to the one given above.

Yours truly,
(Miss) Mary Anderson

In this letter you are writing to a company, *The Century Co.* Remember that *Co.* is an abbreviation, so there is a period after it. When you write a business letter to a man,

what salutation do you use? When you write to a company, what salutation do you use? Is there any difference in the punctuation of the salutation? Refer to lesson 105. Is there any difference in the closing?

Copy the letter. Sign your name. Compare your work with the book, and correct any mistakes.

Pretend you have moved from 1296 Church Street, DesMoines, Ia., and write a letter from the place where you now live to 6 Michigan Ave., Chicago, Ill., asking to have "Popular Mechanics" sent to your new address. Give your old address, as in the letter above.

120 A

Read this letter:

630 Church St.
Hartford, Conn.
November 6, 1915

The Century Co.
Union Square
New York, N.Y.

Gentlemen:

I inclose in this letter a money order for $3 for a year's subscription to "St. Nicholas," beginning with the January number.

Yours truly,
(Miss) Ada Moore

Every business letter must have the writer's own address and the address of the person to whom he is writing.

Look at the position of the writer's address on the paper, the spelling, punctuation, and capital letters. Copy the letter exactly.

Now look at the address of the person to whom you are sending it. *Co.* stands for *Company.* What mark follows the abbreviation? *Union Square* is the part of the city where the company has its office. What is written on the next line? Notice the punctuation. Copy the inside address correctly. Notice the margins.

You are now ready for the salutation. You cannot say *Dear Sir,* because the company is made up of several people. Use *Gentlemen,* followed by a colon. See just where it is placed, and write the salutation.

Now copy the letter. Don't forget the paragraph margin. The second line of your paragraph must begin where?

The words *Yours truly* are sometimes called the **complimentary closing.** Turn to lesson 105 and find another form of closing. Learn the capitalization and punctuation of the closing. Place it in the right position in your letter. Write your name plainly. Girls should place (*Miss*) before their names. Why?

Compare your letter, line by line, with the model. If it is not exactly right, copy it again and make it right.

121. A STORY TO REPRODUCE

Catching and Taming Elephants

In India *elephants* are used for heavy labor. They are seldom raised from the young, but are hunted in the *jungle* and *captured*. Their capture and *taming* is very *exciting* and interesting work.

It is usually carried out by means of two huge fences built in the forest in the shape of a letter **v**. The wide end of the **v** is often a mile or more across. The *narrow* end opens into a large *inclosure*. When all is ready, many men go out into the forest and drive a big herd of wild elephants into the **v**. They are *urged* forward into the large inclosure and a great gate is *dropped* behind them.

After this, several drivers on tame elephants surround a wild one, and after much *effort* finally push him toward a strong tree. One of the very *skillful* drivers then slips a noose on the wild elephant's leg, quickly throws the rope around the tree, and draws it tight. The ropes are soon *fastened* and the wild creature is a *prisoner*.

Then the taming begins. The men walk around the captive, talk to him, offer him sweets, and make friends with him in many ways. Often in two or three days he will eat sugar cane or fruit from their hands. It is usually two weeks before the ropes are

loosened and he is led away between two tame *companions*. It is now time for his education to begin in earnest.

His most useful *occupation* is *piling* logs. He is trained to pick them up and put them into even piles.

The elephant is also used to carry heavy loads from place to place. The driver sits on his back, *guiding* him by touching him just behind the ear with a pointed stick.

At the circus we have all seen the many tricks the elephant is *capable* of doing. He learns to know his friends and *rarely* forgets an enemy.

To make this account clear you must be careful to tell each point in the right order. Notice that *then* is not used often. If the word *elephants* occurred too many times it would sound unpleasant. What words are used instead?

Be ready to reproduce the account orally. Use this outline:

The use of elephants in India.
How elephants are obtained.
Building the fence.
Driving elephants into the inclosure.
Catching, taming, and teaching them.

Learn to spell the words in italics, in groups of three or more. Write them from memory.

Write an account of catching and taming elephants, following the outline given above. Add anything you know about elephants.

122. ORAL WORK

Read the following sentences, choosing the correct words from those in parentheses.

1. Have you (*ate* or *eaten*) your breakfast?
2. James (*rang* or *rung*) the bell.
3. He (*saw* or *seen*) the excursion start.
4. He (*done* or *did*) his very best.
5. Has the bell (*rang* or *rung*)?
6. We have (*saw* or *seen*) it many times.
7. I did n't do (*anything* or *nothing*).
8. Have you ever (*drank* or *drunk*) water from the spring?
9. (*May* or *can*) Alice go with me?
10. The dog is (*lying* or *laying*) on the steps.
11. Any one who was perfect may raise (*his* or *their*) hand.
12. Jack (*did* or *done*) the work as well as he could.
13. Bess (*run* or *ran*) as fast as she could.
14. Has he (*come* or *came*)?
15. Baby (*does n't* or *don't*) know any better.
16. Have you ever (*sat* or *set*) in this seat?
17. Ned (*come* or *came*) all the way by himself.
18. Will some one bring (*his* or *their*) knife?
19. I did n't see (*nobody* or *anybody*).
20. My coat has (*lain* or *laid*) on the grass all night.
21. Please (*let* or *leave*) me do it.
22. The man works (*like* or *as if*) he meant to finish to-night.

23. Have you ever (*rode* or *ridden*) in an airship?
24. Mother (*learned* or *taught*) baby to drink from a glass.
25. I do not feel (*good* or *well*) to-day.
26. Run (*quick* or *quickly*).
27. She (*use* or *used*) to be in my class.
28. I (*may of* or *may have*) done it.
29. Will no one be ready to do (*his* or *their*) part?
30. I did n't tell (*nobody* or *anybody*).
31. He (*let* or *left*) go his hold on the boy.
32. Mary (*ought not* or *had n't ought*) to use her eyes.
33. He (*may of* or *may have*) been here earlier.
34. We put the pencils (*into* or *in*) the box.

Make sentences, using *somebody*, *does n't*, *learned*, *there were*, *well*, and *good*.

123. A REVIEW

Write short sentences, using *pain*, *tail*, *into*, *each other*, *among*, *sale*, *course*, *principal*, *week*, *weak*, *straight*, and *seem*. Refer to lessons 57, 115, and 119 if you need help.

Refer to lesson 99 for help in punctuating the following sentences:

1. I cannot go however if it is nt Saturday night
2. Cant John too help us
3. Indeed it was a pleasant day
4. However it wont happen again

5. Yes indeed I shall be glad to go
6. It will not come however until after school closes
7. There were too many however who could nt sing
8. Has nt he too a bicycle

123 A

Refer again to lessons 99 and 119 for help, and rewrite the sentences that you wrote incorrectly in lesson 123.

Write sentences, using the following contractions. Make four of your sentences questions.

are n't	can't	I 'm
is n't	won't	could n't
don't	has n't	would n't
does n't	have n't	was n't

124. A REVIEW

Copy and punctuate the following sentences:

1. Did you write Chicago Ill correctly he asked
2. We went straight to Mr and Mrs Browns house after school
3. Is Dr Jones needed in the childrens room
4. Will you go with Miss Hall to the sale at Browns store asked Mary
5. The girls books were not in their rooms
6. We did not see the childs toys anywhere
7. The boy replied to his teacher Yes indeed I will do it for you

8. The lions tail was waving as he walked up and down his cage
9. Of course John must not expect a letter from The Century Co so soon.
10. Will you help the girls mother with her work we asked

125. A LETTER TO WRITE

Reno, Nevada
February 23, 1916

Morse Seed Co.
Los Angeles, Cal.
Gentlemen:

I inclose in this letter ten cents in stamps for which please send me your complete flower and seed catalogue.

Yours truly,
(Miss) Anna Bailey

Using the above letter as a model, write to Messrs. Smith and Baxter, New York City, N.Y., for their catalogue of designs for class pins. Inclose twenty-five cents in stamps. Sign your own name.

126. A LETTER TO ANSWER

Dear Dick,

This morning on my way to school I met Huckleberry Finn with a dead cat. Aunt Polly still thinks that Huck is a bad boy and she does n't want me even to talk to him. I was

feeling ugly toward Aunt Polly because she made me pull my loose tooth, so I just went up to Huck and asked him what he was going to do with the cat. He said he was going to cure warts with it. How do you suppose he does it? I told him that spunk-water was much better, but he does n't think so. He says warts can be cured with beans, too. Do you know how to do it? Please write soon and tell me.

Your friend,

Tom

Pretend that you are Dick, and answer Tom's letter.

127. A REVIEW

Choose the correct words to fill the blanks. Write the words only. Be careful to have words and sentences numbered alike.

1. It —— as if Christmas would never come. (*seems* or *seams*)
2. Did you help Tom make a —— row for the trees? (*straight* or *strait*)
3. She walked through the door —— the house. (*in* or *into*)
4. The two little children were crying in —— arms. (*each other's* or *one another's*)
5. The —— of our school is very tall. (*principal* or *principle*)
6. Of —— our team will win. (*course* or *coarse*)
7. The elves made the —— of shoes. (*pair* or *pear*)

8. She put the hats —— the boxes. (*in* or *into*)
9. We all hoped for ——. (*peace* or *piece*)
10. Does n't —— wish to try? (*anybody* or *nobody*)
11. They —— the ball over the fence. (*threw* or *through*)
12. Please come next —— for dinner. (*weak* or *week*)
13. This cloth is too —— to use. (*coarse* or *course*)
14. He will not pass —— again. (*buy* or *by*)
15. I found the violets ——. (*hear* or *here*)
16. It is never —— late to do right. (*to* or *too*)
17. Where —— is a will —— is a way. (*there* or *their*)
18. The —— address was delivered by Mr. King. (*principal* or *principle*)
19. Everybody enjoyed —— at the picnic. (*himself* or *themselves*)
20. —— the meadow look beautiful in the moonlight? (*does n't* or *don't*)
21. You may —— the books lie where they are. (*let* or *leave*)
22. I wish every one to do —— best. (*their* or *his*)
23. John writes ——. (*careful* or *carefully*)
24. There —— six of us in the wagon. (*was* or *were*)
25. —— the girls have sewing to-day? (*does n't* or *don't*)

128. A STORY FOR DICTATION

Read the story on the opposite page, finding and copying correctly all the words that show ownership. There are eleven of them.

A Holiday's Fun

It was late in May. School had been dismissed, for it was election day. Johns friends were coming to spend the day with him. John was up early. The cows morning allowance of hay was in her yard earlier than usual. A whistle brought the surprised dogs to their mornings milk. When Johns mother called, "Breakfast," he went in promptly.

Nine o'clock seemed very *far off*, but finally the rumble of a wagon was heard, and the boys were soon off for a good time.

First they visited the rabbits home, and gave them the grass that John had saved for them. The dogs kennels came next. Even the cows and horses were not forgotten. Then they played down by the creek until mothers call announced luncheon.

After luncheon they went to the orchard to look for birds nests. They found several with eggs in them, but only one with birds. The dogs loud barking frightened the mother bird. She did not fly away, but stayed to protect her little ones.

Four o'clock came all too soon. The boys father had come back from town. He called them to come. Soon they were gone and John was alone, wishing for another holiday like this one.

Write sentences, using the words in italics. Study the use of commas.

Be ready to write the story correctly from dictation.

129. ORAL WORK

Choose the right words from those in parentheses and read these sentences correctly:

1. The bell has just (*rang* or *rung*).
2. She (*gave* or *give*) me all she had.
3. Mary (*sat* or *set*) by her baby sister while she (*laid* or *lay*) asleep.
4. He has n't (*no* or *any*) use for his new knife.
5. (*May* or *can*) I go home with Elsie to-night?
6. We did not know you (*were* or *was*) coming.
7. I might (*of* or *have*) saved you the trouble.
8. The cows in Mr. Brown's dairy (*give* or *gives*) rich milk.
9. I did n't want (*anybody* or *nobody*) to help me.
10. Mr. Hold told Jack and (*I* or *me*) to go.
11. She cried (*as if* or *like*) her heart would break.
12. We (*used* or *use*) to live there.
13. I am feeling (*well* or *good*) to-day.
14. He looks (*well* or *good*) since his return.
15. The car stopped so (*sudden* or *suddenly*) that many people were injured.
16. They let him and (*I* or *me*) try the next grade.
17. You (*had n't ought* or *ought not*) to play so hard.
18. If he (*had of* or *had*) stopped sooner he would not be so ill now.

Make sentences, using correctly *might have*, *like*, *ought not*, *can*, *used to*, *rang*, *no*, *let*, and *set*.

130. INDIRECT QUOTATIONS

Study these two sentences:

1. John said, "I know my lesson well."
2. John said that he knew his lesson well.

In the first sentence we have repeated John's words just as he gave them, therefore the quotation marks are used. In the second sentence we have repeated the same thought but not the same words, therefore no quotation marks are used. Sentence 1 is called a **direct quotation.** Sentence 2 is called an **indirect quotation.**

Read the following sentences carefully, deciding which are direct quotations and which are indirect quotations. Write the number of each sentence and after it tell whether it is a direct or an indirect quotation; thus, *1. direct.*

1. Baby said, "Please give me a drink."
2. Mother said that she wished us to come home early.
3. Mr. Smith asked, "Will you have some pears?"
4. The man said that he was badly hurt.
5. The girl asked if she might come.
6. "Come to see us soon," wrote my uncle.

Change the following sentences to direct quotations, and punctuate them accordingly:

1. The boys said that they were all ready to go.
2. The man said the hill was too steep to climb.

3. The speaker said that the German army was well trained.
4. The soldier said that marching a long distance was tiresome.
5. I heard Lincoln say that you could n't fool all the people all the time.
6. She asked me if she might take the book to the principal.

Change the following sentences to indirect quotations; as, *1. Jane said that her sister had a pain in her ear.*

1. Jane said, "My sister has a pain in her ear."
2. Baby said to me, "I am hungry."
3. Bertha asked, "Will you tell me the abbreviation for Mississippi?"
4. The man replied, "He has gone to Congress."

131. QUOTATIONS

Study these two sentences:

1. John said that the bell would ring at twelve o'clock.
2. John said, "The bell will ring at twelve o'clock."

Change these sentences to quotations:

1. Mary asked if she had bought the hat at a sale.
2. She said that she was going to the park.
3. He asked if the road ran past the old mill.
4. She said that she was going to the park on the Fourth of July.

Finish the following sentences, making the first two direct quotations and the last one an indirect quotation.

1. The girl asked
2. The man replied
3. My father said

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1. John said *that he* paid for the book.
2. John said, "*I* paid for the book."

In the second sentence we have used John's own words to tell what he said. The quotation marks show that we used John's words *exactly*, not what we thought he said. This is called a direct quotation.

Read the following sentences carefully. Write the numbers of the sentences where we have used the exact words of the speaker.

1. He said that he thought it would rain.
2. He said, "I think it will rain."
3. Alice said, "I paid ten cents for the book."
4. Alice said that she paid ten cents for the book.
5. She asked if she might do it.
6. She asked, "May I do it?"
7. Mary asked the principal if she might go home early.
8. Mary said to the principal, "May I go home early?"
9. I told her that I put my hat away.
10. I said, "I put my hat away."

Decide first whether the following sentences are direct or indirect quotations, then copy and punctuate them accordingly.

1. Did nt you do it she asked
2. This example does nt seem right she said
3. Will you be here to-morrow
4. She said that she could not come
5. The dogs tail was caught in the fence replied John
6. She asked if she could bring her sister
7. He said that the Indian was very old
8. She answered It is not mine

132. A STORY TO TELL

Write the story the pictures on the opposite page tell you. Give your story a title.

Correct your work as to margins, paragraphs, sentences, and spelling. How many errors were you able to correct by yourself?

133. A REVIEW

Choose the right words from those in parentheses. Write them, giving them the same numbers as the sentences.

1. Did you see —— new books? (*their* or *there*)
2. I have —— little kittens. (*two* or *too*)
3. He does not —— where he put them. (*no* or *know*)
4. Aunt Mary will be —— to-morrow morning. (*here* or *hear*)
5. We are very proud of —— city. (*our* or *are*)

6. She scattered the seeds —— the flock of birds. (*among* or *between*)
7. Since her illness she has been too —— to rise. (*weak* or *week*)
8. The Christmas bells ring, "—— on earth; good will to men." (*Peace* or *Piece*)
9. Mother canned a box of —— to-day. (*pairs* or *pears*)
10. Would you enjoy a —— on the lake to-night? (*sale* or *sail*)
11. The —— in her head was quite severe. (*pane* or *pain*)
12. Decoration Day the men from the Grand Army told us —— of the Civil War. (*tails* or *tales*)
13. The —— cloth will not be suitable for your dress. (*coarse* or *course*)
14. He came —— home from school. (*straight* or *strait*)
15. The —— for which he is working is a just one. (*principal* or *principle*)
16. My coat is —— on the grass by the fence. (*laying* or *lying*)
17. Have you —— the table? (*sat* or *set*)
18. The tramp is chopping wood —— he knew how. (*as if* or *like*)
19. See how —— you can run. (*quickly* or *quick*)
20. You —— the one that should have gone. (*was* or *were*)

Write sentences, using *there*, *piece*, *course*, *principal*, *like*, and *too* meaning *also*.

134. A LETTER TO WRITE

Read the story:

A Canoe Race

It was the Fourth of July in *Honolulu*. George woke early, eager to be dressed and ready for the day's events. There was to be no parade. Instead, the *celebration* was to take place on the beach. There were to be canoe races, surf riding, *diving*, and *swimming* matches. George was most interested in the canoe races, for some of the friends he had made since *coming* to Honolulu were to *paddle* in one of the canoes.

It *seemed* a very long morning, but luncheon was at last over and George, with his mother and father, was among the first to arrive at the beach. George went *immediately* to the boathouse, where he found the boys busy getting the canoe in shape for the race. They showed him the outrigger, an *arrangement* at one side of the boat to *balance* it. They also showed him the paddles, which look like big wooden spoons and are used instead of oars.

By this time many people had gathered. Some were *sitting* quietly *watching* the water. Others were walking up and down the beach. Many more, in their bathing suits, were *amusing* themselves in the water, or *practicing* for the diving and swimming events.

It was three o'clock when the *signal* was given for the boys' races. The children, with their boats, waded out from shore to the deep water; then with a

bound they sprang into the canoes, one in each boat to steer, and five others to paddle. They pulled out beyond the breakers, then lined up to watch for a big roller. As the waves were high, with the wind blowing steadily toward shore, they did not have to wait long. At the shout of "Hoi! hoi!" which means "Paddle with all your might!" the canoes were rushed forward, for they must be going fast enough when the wave reached them to keep up with the onrushing waters.

George stood on shore watching *anxiously* to see the boats lifted high by the wave, then *suddenly* drop to level water again and sweep onward with the speed of the wind. It made him think of a glorious run down a long toboggan slide on water *instead* of on ice or snow. He was not *disappointed*, for the boat in which he was interested reached the beach first. With a shout the boys jumped out, and George ran to meet them, very glad that they had won.

Study the words in italics for spelling.

Imagine that you are George, and write a letter to a friend at home, telling of the boat race. Try to make it read just as if you had seen the race. Add anything that you know about Honolulu.

If your letter requires quotation marks, refer to the book so you will be able to use them correctly.

Make an outline for your letter before writing it. Do not make your sentences too long.

135. ANSWERING AN ADVERTISEMENT

John read the following advertisement in the "Children's Own Paper." He wanted very much to know the price of the pen, if ordinary school ink could be used instead of the regular fountain-pen ink, and if there were both sharp pointed pens and stubs.

TRY THE CLIMAX FOUNTAIN PEN

Self-Filling. Just the thing for school boys and girls. Price reasonable. Climax Fountain Pen Co., Augusta, Maine.

Pretend that you are John, and write, asking about the pen.

Correct your work. Refer to lesson 105 for the correct punctuation and capitalization of the parts of a business letter. Did you use the correct closing for a business letter?

136. A REVIEW

Choose the correct words from those in parentheses. Write only the words. Be careful to number them correctly.

1. There was a fire —— yesterday. (*sail* or *sale*)
2. Did you break the window ——? (*pane* or *pain*)
3. We went —— the fields. (*through* or *threw*)
4. The dog's —— wagged for joy. (*tail* or *tale*)
5. Here are —— books. (*their* or *there*)
6. Have you been —— down? (*laying* or *lying*)
7. One is never —— old to learn. (*too* or *two*)

8. We enjoyed the "—— of Two Cities." (*Tale* or *Tail*)
9. Mrs. Brown has a severe —— in her arm. (*pane* or *pain*)
10. Did you —— her at Mrs. Hill's? (*meet* or *meat*)
11. The cloth was too —— to be pretty. (*coarse* or *course*)
12. Mr. Harlin is —— of our school. (*principle* or *principal*)

Punctuate the following sentences:

1. Toms skates are new said father
2. However I cannot go until Wednesday
3. Will the boys go to the Central Theater
4. It was four o clock when Dr Jones came
5. She lives in Boston Mass with her Uncle George
6. My grandmother will be seventy six tomorrow
7. The boys and girls too will play quietly while their mother is ill
8. She spelled *Tuesday Wednesday* and *Saturday* correctly

Change the following sentences to direct or indirect quotations (see lesson 130):

1. He said he would go to the Baptist Church.
2. The girl said that she could n't do it.
3. The man said to us, "The Exposition Building is eleven stories high."
4. Mrs. Mills asked if we would like to ride with her.

137. POSSESSIVES

The expressions below do not exactly show ownership, but apostrophes are always used; as, *a man's work, a woman's wages, a day's trip.*

Study carefully the following expressions. Learn where the apostrophes are placed. Write them from memory.

SINGULAR	PLURAL
a year's work	two years' work
a moment's delay	many moments' delay
an hour's time	three hours' time
a day's wages	two days' wages
a week's trip	three weeks' trip.

Write the words that correctly fill the following blanks:

1. The three —— delay made John late for his train. (*hour*)
2. The man received a —— wages for his work. (*day*)
3. Are you going for a —— trip? (*week*)
4. His —— salary was spent in eight months. (*year*)
5. Just a —— delay saved his life. (*moment*)
6. —— wages are higher than —— wages. (*men; women*)
7. The —— books were on their desks. (*girls*)
8. Have you seen the —— new coats to-day? (*ladies*)
9. A seven —— war would ruin the country. (*year*)

10. She sent me a —— subscription to "Everybody's Magazine." (*year*)
11. Did you see the —— nest? (*mouse*)
12. It is an —— walk to the station. (*hour*)
13. The —— food is short this year. (*deer*)
14. Money will be plenty if the —— crops are good. (*farmer*)
15. The —— baseball gloves were ruined by the rain. (*boy*)
16. The —— feet were bruised and bleeding from their long march. (*soldier*)
17. After the —— hunt, the horses seemed tired. (*day*)
18. Her —— advice was very good. (*mother*)
19. Their hats blew over the fence into the —— yard. (*neighbor*)
20. Will you bring me somebody —— book? (*else*)

138. POSSESSIVES

Change the words in italics to show possession by using an apostrophe, as: *time of two weeks*, *two weeks' time.*

1. The man did the work in *the time of two weeks.*
2. She went away for a *trip of four months.*
3. They did the *work of a week* for me.
4. Our *vacation of two weeks* was very pleasant.
5. The *delay of a few moments* caused the accident.
6. The *drill of the fire department* was held last night.

7. He spent his *salary of a year* in six months.
8. They did not receive *the wages of a year* for their work.
9. The man was thinking about the *wages of women* when he spoke.
10. He did not spend his *school time of six hours* in play.

139. A STORY TO TELL

Read this story:

Robert Bruce and the Spider

Once *there was a* king of Scotland named Robert Bruce. The king of England was at war with him and *had led* a great army into Scotland to drive him out of the land. Six battles *had been fought*, and six times Bruce's men *had been defeated*. Now his army was scattered and he was in hiding.

One day he wandered into a cave. As he *lay* on the ground listening to the rain, it seemed to him *there was no* use for him to try to do anything more. Finally he saw a spider getting ready to make her web. Six times she tried to throw her thread from one rock to another, and six times she failed to do it. But the spider *did not lose hope* with the sixth failure. She made ready to try a seventh time. Bruce watched her intently.

"If she succeeds this time I, too, will try again," he said to himself.

Again the spider was ready, and this time the thread was carried safely to the rock.

Bruce *arose* and started out to gather together his scattered army. In a little time he was able to encourage his disheartened people. And in less than *a year's time* a larger and better army was formed. Then another battle was fought, and this time Bruce, too, was victorious.

Be ready to tell the story from the following outline:

Robert Bruce at war with the king of England.
  Battles.
  Defeat.
Robert Bruce in hiding.
  Lesson from the spider.
Robert Bruce gathers together his army.
  Success.

140. A STORY TO REPRODUCE

Write the story in lesson 139, using the outline found there. Make it into three paragraphs.

Try to use these expressions:

had led a great army
in hiding
wandered into a cave
listening to the rain
getting ready to make her web
did not lose hope
carried safely
disheartened people
in less than a year's time
victorious

141. A LETTER TO ANSWER

Read this letter:

Dear Dick,

I am so unhappy that I think I cannot bear it much longer. Everything was going nicely, and I had nearly enough money to buy my violin, when something happened.

It was this way. Tom lacked just one dollar of having his bank full. A week ago to-day he sold four dozen eggs, and brought the dollar he received for them out to the barn where I was playing on an old mowing machine. While we were talking about it, Dan called us to come down to the brook and see the big snake he had caught. Tommy tossed the dollar into the box of the machine and we both ran to the brook. Tommy did n't think of his money until the next day. When he went to get it, it was gone.

All the boys think I took it, for I was the only one who knew about it, but I did n't take it. Daisy is the only one who believes me. The boys avoid me. Even Dan despises me, thinking I am a coward and will not own up.

What shall I do? I'd run away if I had any place to go.

Your friend,

Nat

Pretend that you are Dick, and answer the letter. If you think Nat not guilty, assure

him of it. Suggest, if you can, some way in which the money might have disappeared. Advise Nat what to do, just as if he were your friend. Outline your letter first.

142. A REVIEW

1. Make a sentence, using the name of a president and the political party that elected him.

2. Make a sentence, using the name of a great event.

3. Make a sentence, using the names of three states.

4. Make a sentence, using the name of the day of the week, the date, and the time of day. Make a sentence containing the names of the holidays.

5. Answer these questions in good sentences:

   1. When will you be ready to go? (time)
   2. What did May say? (quotation)
   3. By what steamship did he go? (name)
   4. What book have you read? (name)
   5. What is the population of your town? (number)
   6. On what day shall I find you home? (name)
   7. Where you live what months are the coldest? (names)
   8. What people live almost exclusively on rice? (nationality)
   9. Where does the President of the United States live? (name)

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Write the following sentences, punctuating them correctly:

1. Her uncle visited Germany France and Italy
2. Her friends father will arrive on the steamship Ocean Wave
3. She received a letter from her cousin in Albany New York one day last week
4. Have you swept the sidewalk brought in the wood and locked the barn door
5. Your Aunt Jane Uncle Dick and Cousin Tom are coming from Baltimore Maryland
6. Shall I send it January 1 February 1 or March 1
7. She looked for her skates up in the attic out in the barn and in the woodhouse
8. Are nt you going to take me with you to Topeka Kansas

143. A LETTER TO WRITE

Read the following letter:

Selma, Alabama
November 3, 1914

Dear Charlie,

Ever since I *received* your letter asking how we grow *cotton*, I have wanted to *answer* it. But papa said it would be better to wait until the crop was *entirely harvested* so I could tell you how I myself had seen it done.

It was springtime when we first came, and

the negroes were just planting the seed. They were nearly through before I got up *courage* enough to go into the fields with them. I had never seen *negroes* before, and I did not like them, but now I do. The seeds are planted in *straight* rows and usually the fields are very large. Plenty of rain and sunshine bring the tiny plants up in about two weeks. When the plants are in bloom, the cotton field looks like a field of yellow or red roses, for the blossoms are yellow the first day and pink or red the next.

But when September comes, the field is even more beautiful. It looks as if every plant were covered with snowballs. The cotton grows in pods, which burst open when ripe, covering the bushes with fluffy white balls. The fields are now ready for the pickers. Men, *women*, and children do the picking. Mother says, to see the negro women, with their bright colored dresses and aprons, working in the fields so white with cotton is the *prettiest* sight of the year.

After the cotton is picked it is run through a *machine* called a cotton gin. This takes out the seeds, so the cotton can be spun into cloth. Do you *remember* that in school we studied about Eli Whitney and his *invention?* I did not think then that I was to see a cotton gin so soon.

The cotton is now ready to be *pressed* into *bales*. These are like bales of hay, only much heavier. Iron bands are placed around them

and they are covered with *coarse* cloth. Then they are *hauled* to the river, placed on boats, and sent away to the mills where the cotton is spun and made into cloth. This was the part I enjoyed most, for I rode on the wagon and played by the river or on the steamer while the loading and unloading was being done. I should like now to see how cotton is made into cloth. When we lived in Lawrence there were many mills in the town, but I never went through one. When I come back for a visit to grandfather, will you go with me to visit a mill?

Ever your friend,

Harry

Study the words in italics for spelling. Make an outline of the letter. Write to some friend you know, telling him how cotton is raised. Follow the outline you have just made. You may change the opening paragraph in any way you wish. If you know anything more about raising cotton, add it.

144. A REVIEW

Copy the following sentences, writing the expressions in italics in another way:

1. He did the work in the *time of two weeks*.
2. *Are* you *not* glad to see our principal in school again?
3. He paid *$3,000* for his house.
4. I *have not* seen the new window pane.

5. He will be here *in the morning at half-past nine o'clock* with the *tools of the men.*
6. *The first, second, and third of January* were the dates set.
7. I am going for a vacation *of three days.*
8. Indeed, there *has not* been a big sale made.
9. John saw *Doctor* Crane about the pain in his head.
10. Our teacher *did not* tell the principal how much we cared.

Study carefully the commas, capital letters, and quotation marks in the following paragraphs. Write them from memory, a sentence at a time. Correct your errors.

"Haven't you a story for us?" asked Frank one winter evening.

"About what?" asked Uncle Harry, as he poked the fire.

"Anything you like," was the eager reply.

"Would the 'Boston Tea Party' do?" asked Uncle Harry.

"Yes, yes," said both boys together.

Uncle Harry then told the boys about the exciting times in Boston over the tea which England sent there in 1773.

145. ABBREVIATIONS

Study the names of states on the opposite page, in groups of three, until you can write each group without the book. Then study

the abbreviations. Cover the abbreviations and write them, looking only at the names of the states. Cover the names of the states and write them, looking only at the abbreviations.

Alabama	Ala.	Connecticut	Conn.
Arkansas	Ark.	Delaware	Del.
Arizona	Ariz.	Florida	Fla.
California	Cal.	Georgia	Ga.
Colorado	Colo.	Idaho	Idaho

Write sentences, showing the difference in use between *good* and *well; quick* and *quickly; week* and *weak.*

146. ABBREVIATIONS

Study, in groups of three, the names of states given below, until you can write each group correctly without looking at the book. Cover the names of the states and write them, looking at the abbreviations. Cover the abbreviations and write them, looking at the names of the states. Compare your work with the book, correcting for spelling, capital letters, and periods.

Illinois	Ill.	Louisiana	La.
Indiana	Ind.	Maine	Maine
Iowa	Iowa	Maryland	Md.
Kansas	Kans.	Massachusetts	Mass.
Kentucky	Ky.	Michigan	Mich.

Write sentences showing the difference in use of *pair* and *pear; sail* and *sale; pane* and *pain.*

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Make a correct list of the names of states and their abbreviations that you missed in lessons 145 and 146. Study them, three at a time, until you can write them from memory.

Address envelopes to each place on your list to Mr. A. R. North. Make up streets and numbers for two of the places. For the others, use only the names of cities, and abbreviations of states.

147. A STORY TO WRITE

Read this story carefully, then follow the directions at the end.

How I Helped Mother

One morning, just after breakfast, mother's head ached so badly that she had to go to bed. She told me to run out to play, and after a while perhaps she would be able to finish the housework. I was only eleven years old, but I had learned in the cooking class at school how to do some things, so I asked mother to let me do the work, promising her that I would be very quiet. Permission was granted and I very gladly went to work.

First I put on mother's kitchen apron, pinning it up so that I would not step on it. Then I began to wash the dishes. There were many more than I had ever washed at school, and it made my back ache, but I worked on. At last they were all washed, dried, and put away in the cupboard.

After sweeping the kitchen floor, I dusted the living room, and put fresh water on the flowers.

Father came home early, and with his help luncheon was soon ready. I made some toast and tea, put them on a tray, and took them to mother. She was so surprised to know that I had done it all by myself.

After the luncheon dishes were washed I went out to play with Mary. About four o'clock mother's head was so much better that she was able to be up. She was pleased with the way the work was done. When she called me her little housekeeper I was happier than if I had played all day.

The story above was told by a little girl who helped her mother when she really needed help.

Write an account of how you have helped father or mother, either outside or in the house, when help has really been needed. Do not use *and* and *then* often in your story. Use instead *first*, *after this*, *finally*, *afterward*, *after a while*, *as soon as*, *later*, or *when*.

148. ABBREVIATIONS

Follow the directions in lesson 145.

Minnesota	Minn.	Nevada	Nev.
Mississippi	Miss.	New Hampshire	N.H.
Missouri	Mo.	New Jersey	N.J.
Montana	Mont.	New Mexico	N.Mex.
Nebraska	Nebr.	New York	N.Y.

Write sentences, using *course*, *straight*, *seem*, *one another*, and *into*.

149. ABBREVIATIONS

Follow the directions in lesson 145.

North Carolina	N.C.	Rhode Island	R.I.
North Dakota	N.Dak.	South Carolina	S.C.
Ohio	Ohio	South Dakota	S.Dak.
Oklahoma	Okla.	Tennessee	Tenn.
Oregon	Ore.	Texas	Tex.
Pennsylvania	Pa.		

Write sentences, using:

an hour's work
a minute's delay
three years' study
two weeks' vacation
however

149 A

Make a correct list of the names of states and their abbreviations missed in lessons 148 and 149. Study them, in groups of three, until you can write them without your book. Write the inside addresses of business letters to a city in each of the states (see lesson 105). Use the name of the Reliable Grocery Co.

150. A LETTER TO WRITE

The Spelling Match

Emmy Lou was in the Second Reader class and the Second Reader class was to have a spelling match. The trustees were to visit the school that day.

It was after recess they came — the principal, the trustees, and a visiting gentleman.

"R-i-g-h-t, right," said Emmy Lou steadily

The visiting gentleman stood forth with a shining white box in his hand. He turned to the blackboard and wrote:

"The best speller in this class is to receive this medal."

Just then the class was called to the bench. As the line took its place a hush fell. Emmy Lou, at its foot, looked up its length and wondered how it would seem to be Kitty at the head.

The teacher took the book. She stood on the platform apart from the gentlemen, and gave out the words distinctly, but very quietly. She began with the words on the first page and went forward. Emmy Lou could tell the next word to come each time, for she knew her Second Reader by heart as far as the class had gone.

She stood up when her time came and spelled her word. Her word was *wrong*. She spelled it right. Her teacher looked pleased.

On the next round a little girl above Emmy Lou missed on *enough*. Emmy Lou spelled it right and went up one. The little girl went to her seat, crying. She was no longer in the race.

Presently a little girl far up the line rose to spell.

"*Right*, to do right," said the teacher.

"W-r-i-t-e, right," said the little girl promptly.

"R-i-t-e, right," said the next little girl.

The third little girl spelled w-r-i-g-h-t, right, and burst into tears. Three more missed, and now Emmy Lou stood up. She knew just where it was in a column of three on page 14. She could see it.

"R-i-g-h-t, right," said Emmy Lou steadily. A long line of weeping girls went to their seats, and Emmy Lou moved up past the middle of the bench.

The words were now more complicated. Little girls dropped out rapidly.

"*Beaux*," said the teacher.

The little girl next the head stood up. She missed. It went wildly down the line. Emmy Lou was the last. It was the first word of a column on page 22. Emmy Lou could see it. "B-e-a-u-x, beaux," said Emmy Lou. She was now next the head.

"*Receive*," said the teacher.

Kitty stood up. "R-e, re, c-i-e-v-e, ceive," spelled Kitty.

"Wrong."

Emmy Lou stood up. It was the second word in a column on a picture page. Emmy Lou could just see how it looked. "R-e, re, c-e-i-v-e, ceive, receive," said Emmy Lou.

The teacher's cheeks were as pink as Emmy Lou's as she led Emmy Lou to receive the medal. And her head was finely erect. She held Emmy Lou's hand through it all.

The visiting gentleman lifted the medal from its bed of pink cotton. It was a beautiful medal. It was a five-pointed star. It said, "Reward of Merit."

They were at dinner when Emmy Lou got home. On a blue ribbon around her neck dangled a new medal. In her hand she carried a shining box.

Every one felt there must be some mistake, even Uncle Charlie. Aunt Louise got her hat to hurry Emmy Lou back to school. At the gate they met the teacher on her way home. She stopped. Aunt Cordelia came out, and Aunt Katie. Uncle Charlie, who was just going, stopped to hear.

"Spelling match!" said Aunt Louise.

"Not our Emmy Lou!" said Aunt Katie.

"The precious baby," said Aunt Cordelia.

Pretend you are Emmy Lou's older sister in the sixth grade. Write a letter to grandma telling how Emmy Lou won the medal. Of course, you were not at the spelling match and know only what Emmy Lou told and what you heard from the teacher. Besides, if you told the whole story, your letter would be too long.

Read the story several times. Decide what your sister would tell, and what grandma would enjoy most, then close your book and write the letter. Make three or four paragraphs. Notice the short sentences used in the story.

151. ABBREVIATIONS

Follow the directions in lesson 145.

Utah	Utah	Wisconsin	Wis.
Vermont	Vt.	Wyoming	Wyo.
Virginia	Va.	Alaska	Alaska
Washington	Wash.	Hawaii	Hawaii
West Virginia	W.Va.	Philippine Islands	P.I.

Write a special name for:

a school	a political party
a theater	a great event
a store	a country
a church	a street

Write sentences showing the difference in meaning between *straight* and *strait; principle* and *principal; each other* and *one another.*

152. ABBREVIATIONS

Write the abbreviations for:

Doctor	February
December	Delaware
Illinois	California
District of Columbia	Missouri
Massachusetts	Connecticut
North Dakota	Colorado
Kentucky	Florida
Louisiana	Vermont
Virginia	Iowa

Address envelopes to the following places, making your own selection of names, and using abbreviations where desirable.

Atlanta, Georgia	Dayton, Ohio
Louisville, Kentucky	Pittsburgh, Pennsylvania
Ann Arbor, Michigan	Concord, New Hampshire
Kansas City, Missouri	Reno, Nevada
Montgomery, Alabama	Dover, Delaware
Little Rock, Arkansas	Topeka, Kansas

153. A STORY TO TELL

Be ready to tell the following story:

The Inchcape Rock

No stir in the air, no stir in the sea,—
The ship was as still as she could be;
Her sails from heaven received no motion;
Her keel was steady in the ocean.

Without either sign or sound of their shock,
The waves flowed over the Inchcape Rock;
So little they rose, so little they fell,
They did not move the Inchcape bell.

The good old Abbot of Aberbrothok
Had placed that bell on the Inchcape Rock;
On a buoy in the storm it floated and swung,
And over the waves its warning rung.

When the rock was hid by the surge's swell,
The mariners heard the warning bell;
And then they knew the perilous rock,
And blest the Abbot of Aberbrothok.

The sun in heaven was shining gay,
All things were joyful on that day;
The sea birds screamed as they wheeled round,
And there was joyance in their sound.

The buoy of the Inchcape bell was seen,
A darker speck on the ocean green;
Sir Ralph the Rover walked his deck,
And he fixed his eye on the darker speck.

He felt the cheering power of spring—
It made him whistle, it made him sing;
His heart was mirthful to excess;
But the rover's mirth was wickedness.

His eye was on the bell and float;
Quoth he, "My men, put out the boat,
And row me to the Inchcape Rock,
And I'll plague the Abbot of Aberbrothok."

The boat is lowered, the boatmen row,
And to the Inchcape Rock they go;
Sir Ralph bent over from the boat,
And cut the warning bell from the float.

Down sank the bell with a gurgling sound;
The bubbles rose, and burst around.
Quoth Sir Ralph, "The next who comes to the rock
Will not bless the Abbot of Aberbrothok."

Sir Ralph the Rover sailed away—
He scoured the seas for many a day;
And now, grown rich with plundered store,
He steers his course for Scotland's shore.

So thick a haze o'erspreads the sky
They cannot see the sun on high;
The wind hath blown a gale all day;
At evening it hath died away.

On the deck the Rover takes his stand,
So dark it is they see no land.
Quoth Sir Ralph, "It will be lighter soon,
For there is the dawn of the rising moon."

"Canst hear," said one, "the breakers roar?
For yonder, methinks, should be the shore.
Now where we are I cannot tell,
But I wish we could hear the Inchcape bell."

They hear no sound; the swell is strong;
Though the wind hath fallen, they drift along;
Till the vessel strikes with a shivering shock—
Alas! it is the Inchcape Rock!

Sir Ralph the Rover tore his hair,
And beat his breast in his despair.
The waves rush in on every side;
The ship is sinking beneath the tide.

But ever in his dying fear
One dreadful sound he seemed to hear,—
A sound as if with the Inchcape bell
The fiend below was ringing his knell.

ROBERT SOUTHEY

154. A REVIEW

Address envelopes to the Perfect Pen Co. in each of the following cities. Where desirable, use abbreviations for the names of the states.

Atlanta, Georgia
DesMoines, Iowa
Denver, Colorado
Seattle, Washington
Louisville, Kentucky
New Orleans, Louisiana
Bismarck, North Dakota
Ogden, Utah
Phoenix, Arizona
Jackson, Mississippi
Madison, Wisconsin
Baltimore, Maryland
Nashville, Tennessee

Write the inside address of a letter (see lesson 105) to the same company in the following cities:

Detroit, Michigan
St. Paul, Minnesota
Kansas City, Missouri
Burlington, Vermont
Charleston, West Virginia

155. A REVIEW

Write a sentence, using the name of a book.

Write a sentence, using the name of a song.

Write a sentence, using the name of a building.

Write a sentence, using a quotation. Change it to an indirect quotation.

Write a sentence, using a quotation containing the name of a department of government.

Write a sentence, using a quotation containing *does n't.*

Write a sentence, using a quotation that asks a question.

Write a sentence containing the name of the people in a country and the country in which they live.

Write a sentence, using the name of a state and of a city in that state.

Write a sentence, telling the time of day.

Write a sentence containing the name of a holiday.

Write the names of the months of the year; of the days of the week.

156. A REVIEW

boy	men	mice	deer
dogs	days	year	wife
country	ladies	hours	woman

Write the above words in two columns, singular and plural.

Then make two more columns, writing the possessive singular and the possessive plural, thus:

Sing.	Plu.	Poss. Sing.	Poss. Plu.
cat	cats	cat's	cats'

Use five of the words in sentences.

157. A STORY TO TELL

Read carefully:

A Visit to a Loggers' Camp

"May we go, mother?" asked Robert and James together, as they rushed into their mother's room.

"Go where?" asked Mrs. More, looking *interestedly* at her two sons.

"With father to the loggers' camp to-morrow," they answered. "Father has just come home and said that with your *permission* he would take us."

Just then Mr. More entered the room. "I must go to the camp to-morrow, and if you can spare the boys I will take them with me," he said.

"Yes, certainly," replied the boys' mother.

With a shout of joy, the boys were out and away to tell their playmates of the *proposed* trip.

They started very early the next morning while

it was still quite dark. A two hours' ride on the train and a long tramp brought them to the camp. Mr. More left Robert and James to look around by themselves while he *transacted* some *business*.

The boys first visited the building where the men lived. It had only one room, with a floor and roof of *rough* boards. A row of wooden bunks where the men slept was *arranged* around the room in two *tiers*. In the center was a large stove.

After this they saw the dining room. There were two long tables around which the men sat on wooden benches. Shelves filled with *plain*, heavy dishes were along the wall.

By this time Mr. More was ready to take them out on the hillside where the men were *cutting* trees. They were working in twos with a big saw, felling the trees. The boys watched one man as he ran back a little way from the trees and looked about him. Mr. More *explained* that he was *selecting* a good place for the tree to fall without *striking* other trees. By *driving* a *wedge* into the opening made by the saw, the tree can be made to fall in almost any *direction desired*. As soon as the tree fell, men with axes *trimmed* off all the branches, then, with their saws, cut it into logs from twelve to eighteen feet long. As fast as the logs were cut they were moved by *teams* of horses to the bank of the river. There they began their *journey* by water.

At noon the boys went back to camp with their father and ate at one of the long tables with the

men. They *listened eagerly* to the funny stories and *accounts* of hair-breadth escapes from falling trees and rolling logs.

The boys wanted very much to stay longer, but the tramp back to the *station* was both long and cold. On the way their father told them of the big mills where the logs were sawed into lumber. He promised their next trip should be to a sawmill.

Study the words in italics, in groups of three or more, and write them from memory.

Be ready to tell the story, using this outline:

Getting permission to go.
The trip.
  When they started and how they went.
  The arrival.
The visit to the living room.
  Size.
  Bunks.
  Heat.
The dining room.
  Tables.
  Benches.
  Dishes.
The trip to the trees.
  Felling the trees.
    How they make them fall in the right place.
  Trimming the trees.
  Hauling away the trees.
Dinner with the men.
The return.

158. A LETTER TO WRITE

Read again the account of the trip to the loggers' camp in your last lesson. Pretend you are James and make an outline for a letter that you will write to a friend, telling him about your trip. Write it as if you had really gone.

159. BROKEN QUOTATIONS

Study the following sentences very carefully, noticing the change in position of *said John;* the change in commas; the change in quotation marks.

1. John said, "We ran, and they ran after us."
2. "We ran," said John, "and they ran after us."

Copy these sentences:

3. "Men's shoes," replied the man, "are sold on Twenty-first Street."
4. "Do I look," asked he, "as if I could do it?"

In the following sentence change the position of *said the beggar*, making the necessary changes in commas and quotation marks. Compare your sentence with sentence 2, above.

5. The beggar said, "I have some, but it is not enough."

These quotations are called **broken quotations.** Can you tell why?

Rewrite the sentences on the opposite page, making them into broken quotations.

1. He said, "When you have finished your work you may go down the road."
2. The boy's brother said, "The dog was so puzzled he did n't know which way to go."
3. She asked, "If their books are not bought to-day, will it be too late?"
4. "Shall I address it to Los Angeles, California?" asked John.
5. She said, "We are going to grandmother's house for Thanksgiving dinner."

Write the sentences again, changing them to indirect quotations.

159 A

1. I shall do as you say.
2. "I shall do as you say," said John.
3. "I shall do," said John, "as you say."

In the third sentence the quotation is divided into two parts, with the name of the speaker placed between. Find the two sets of quotation marks used, and learn where they are placed. How many commas are used?

In the sentences below divide the quotation at the dash (—), and put the name of the speaker between the two parts, as was done in sentence 3. Make the changes in punctuation.

1. "Do you think it will rain—before we get to shelter?" he asked.
2. "Hurry—or we shall get caught in the storm," cried Tom.

3. "Oh!—I can't trust you," he replied.
4. "This letter—is dated January 1," said Mary.
5. "Yes—if you come home before dark," said John's mother.
6. "Will you stand—where I can see you?" she asked.

160. A REVIEW

Make good sentences in answer to these questions, using the words in italics in your answers. If you begin an answer with *yes* or *no* be careful to separate those words from the rest of the sentence by a comma.

1. Have you ever read that *Queen Isabella* pledged her jewels?
2. Do you know how long it is since the close of the *Civil War?*
3. Have you read the story of *General Grant* and the drummer boy?
4. What did the *captain* say about his brother's promotion?
5. How many times have you read through the *Fourth Reader?*
6. What shall we hear her sing at the *Central Theater?*
7. What *queen* were you speaking of?
8. Did you hear the *president* of the *University of Wisconsin* speak?

161. DICTATION

Study the following story for dictation:

A Wise King

A century or more after the time of King Alfred, there was a *Danish* king of England named Canute.

King Canute's great men and *officers* were always *praising* him. One would say, "You are the *greatest* man that ever lived." Another would say to him, "King Canute, there is nothing in the world that *dares disobey* you."

Now the king was a wise man, and he grew very tired of *hearing* their *foolish* words.

Once, when he was by the seashore, he thought he would teach these flatterers a lesson.

"Am I the greatest man in the world?" he asked.

"O king," they cried, "there is no one so *mighty* as you."

"Do all things obey me?" he asked. "Will the sea obey me?"

"*Command*, and it will obey," said one.

"Sea," cried Canute, "I command you to come no farther."

But the *tide* came in just as it had always done. It came up around the king's chair.

Then King Canute said to his men, "Learn a lesson from what you have seen."

Write the title of the story. Write the name of the king. Of what country was he king?

Find and copy two divided quotations; two words showing ownership; an expression of time.

Study for spelling the words in italics.

Change one of the direct quotations in the story to an indirect quotation.

Be ready to write the story from dictation.

162. A LETTER TO WRITE

American Hotel, China
October 18, 1915

Dear Alice,

This letter is to be a great secret. And this is the reason. I shall not get home for Christmas as I had expected, but I want the children to have their presents just the same. What I want you to do is to find out what Harold and Mary would like most, get it for them, and put it into their stockings on Christmas morning. Of course, you must not let them know anything about it.

Then you must sit down and think what you would like most of all for yourself. Get it, too, and put it into your stocking.

You may spend five dollars for each child. I am sending you the money in father's name, so you will have to let him into the secret. Perhaps father and mother both will help you decide what to buy.

When you write your Christmas letter, you may tell me just how you managed.

Your affectionate uncle,
George Robinson

Imagine that you are Alice, and that Harold and Mary are your brother and sister. Think exactly what they would like for Christmas and what you would like. Then make an outline and use it in answering the letter.

Don't you think it would be nice to pretend that on Christmas morning when you found the present in your stocking you really were surprised about it?

Tell how delighted Harold and Mary were with their gifts. Mention the fun you had going shopping; also any interesting thing that may have happened when you were buying the gifts.

Say something about how much Uncle George must be enjoying all the beautiful things he is seeing, and how you would like to be there with him.

163. A LETTER TO WRITE

Write to the Curtis Publishing Company, Independence Square, Philadelphia, Pa., and inclose a money order for $1.50 for a subscription to the "Saturday Evening Post," for one year. State with what week you wish the subscription to begin. Be certain that you give your exact mailing address when heading your letter. (See lesson 120 A.) After you have finished, read and make corrections.

164. CHOICE OF WORDS

Choose and write the correct words from those in parentheses in the sentences below. Number your words the same as the sentences are numbered.

1. Will you bring me a —— of cake? (*piece* or *peace*)
2. It does not —— as late as three o'clock. (*seem* or *seam*)
3. I shall go —— home. (*straight* or *strait*)
4. This is to go to the —— office. (*principal's* or *principle's*)
5. There is no one —— with that name. (*here* or *hear*)
6. Did you pass —— yesterday? (*by* or *buy*)
7. We cannot go —— that gate. (*threw* or *through*)
8. Are the apples —— Mary? (*for* or *four*)
9. Please give me —— books. (*their* or *there*)
10. I should not walk —— fast after eating. (*too* or *to*)
11. Did you —— where to go? (*know* or *no*)
12. This is the way I —— it. (*new* or *knew*)
13. Did you hear of the —— at the grocery store? (*sale* or *sail*)
14. I have a —— in my head. (*pain* or *pane*)
15. Will you be ready ——? (*then* or *than*)
16. Let us go to call on —— friends. (*our* or *are*)
17. I bought this —— of gloves yesterday. (*pear* or *pair*)

18. She will not be here this ——. (*weak* or *week*)
19. The —— she sewed had to be ripped. (*seam* or *seem*)
20. Did you —— her read the story? (*here* or *hear*)

Write sentences, using *rode*, *buy*, *no*, *there*, and *peace*.

165. A REVIEW

Copy the following sentences, punctuating them correctly. Some of the sentences contain quotations that are questions, some contain divided quotations, and some do not have quotations at all.

1. Will you come to our house for Thanksgiving dinner she asked
2. If mother will let me Mary replied I shall be glad to go
3. We shall play with our dolls she said
4. To-day said grandpa I shall tell you about my boyhood
5. Do you enjoy St. Valentines Day or Halloween most asked Albert
6. We have come said he to win the pennant
7. You will have to play hard said John to get it
8. Is it too warm she asked to ride for an hour
9. John said that he would be glad to send your letter to Kansas City Missouri
10. We shall take a three months vacation soon

166. A REVIEW

Copy the following sentences, filling the blanks. The words following the sentences will tell you what kind of words to use.

1. The sun set to-night at —— o'clock. (time)
2. —— girls came to my party. (number)
3. Will you go ——? (day of week)
4. They will go to-night at half-past ——. (time)
5. The —— train is on time. (time)
6. Last year we had frost on the ——, ——, and —— of November. (dates)
7. There were nearly —— more children than there were last year. (number)
8. Columbus first saw land October ——. (date)
9. Independence Day is ——. (date)
10. She sent —— to pay for her hat. (amount)
11. He goes at quarter-past —— o'clock. (time)
12. I shall send —— cents for the seeds. (amount)

167. A STORY TO TELL

Read the following story:

A Gold Mine

Frank and George Morton lived with their father and mother in a small town in California. Their father was *manager* of a gold mine, and the boys had often waved good-by to him at the *mouth* of the shaft as he *stepped* into the cage to go down into the mine. Ever so many times they had *begged* to go with him, but Mr. Morton had never thought it wise to take them.

To-day, however, on Frank's twelfth birthday, he had *decided* that they should *accompany* him on his visit to a new *seam* that had just been opened. The boys felt very proud when they were ready to go, each in a pair of overalls and a jumper, with a miner's cap and light to *complete* the outfit.

The cage is something like a *crude elevator*. The boys had seen it so many times that they were not a bit afraid to step in, but when they began to go down, with the walls of the shaft *seeming* to fly upward, their hearts beat faster and faster and they fairly gasped for breath.

When they finally reached the *bottom* they were told to sit on a bench for a few minutes and get *accustomed* to their *surroundings*. They saw several *tunnels* extending away into the darkness, and here and there the twinkle of a miner's lamp as he passed back and forth. They heard a *rumble*, and looking in another *direction* saw a small car filled with ore and drawn by a mule. "This mule," said a man, "was born in the mine and has never been out." Their father was now ready to go, so they started along one of the *passageways*. Overhead and at the sides were the heavy *timbers* that kept the mine from caving in. They followed along this passageway for a short distance, then turned to the left into another tunnel. This was not *braced*, but their father *explained* that the rock was so hard that there was not the least danger of a cave-in. As they went on, turning here and there, the passages became more *crooked* and *irregular*,

making the boys fear they would never get back. At last they saw a dim light ahead, and in a few moments they reached the spot where the men were working. As this was a new strike, they were all interested in getting enough of the ore to test for richness. The boys were *allowed* to use the hand *drills* and to take home the pieces of ore they cut off.

As it was nearly time to set off the blasts, Mr. Morton and the boys *retraced* their steps and were soon at the foot of the shaft. Frank and George were not sorry to reach the light again, although it hurt their eyes badly for a few moments, but they were delighted with their first trip into the mine.

Find expressions that help to make the account seem real and try to use them in telling the story from these suggestions:

Frank and George's home.
Their father's business.
Their wish to visit the mine.
The permission to go.
Their outfit.
The trip down in the cage.
Seeing the miners' lamps.
The mule cars.
The trip through the passageways.
The heavy timbers; the many tunnels; seeing the workers; trying the hand drills.
The blasts.
The return.

168. A LETTER TO WRITE

Study the words in italics in lesson 167, in groups of three or more, for spelling.

Pretend that you are Frank, and write a letter to a friend telling of this visit. Decide first what parts of the story must be omitted when it is made into a letter. Make an outline before you begin to write.

169. OWNERSHIP

Read, noticing the apostrophes showing ownership:

1. Mary and Jane's dog is here.
2. Tom's and Harry's clothes were wet.

In the first sentence, *Mary* and *Jane* own the dog together, so the apostrophe showing ownership is placed in the word nearest *dog*. This is called **joint ownership.**

In the second sentence, *Tom* and *Harry* have separate clothes, so an apostrophe is placed in both words. This is called **separate ownership.**

Copy the following sentences, showing whether they are like 1 or 2 by placing the figure, *1* or *2*, after each.

1. John's and Henry's boats are painted blue.
2. Shall I give you Mary and Ella's address?
3. Where are Smith's and Brown's new stores?
4. Men's and boys' clothing is sold here.
5. Hill and Co.'s store is on Main Street.

Change the expressions below, making them show ownership in another way:

books belonging to Tom and John
waiting room for women and men
store belonging to Brown and Jones
teacher of Harry and Tom

Make the expressions you have just written into sentences.

Study the following paragraph for dictation:

Ethel and Mary's father took them with him on a trip to the northern part of Africa. They left New York City, Monday, March 3, 1909, at 7:30 p.m. From northern Africa they went to eastern Asia. While in India, Ethel wrote a letter to her mother saying, "I like this country very much."

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1. John and Henry
2. sisters and brothers
3. women and men
4. Park and Sons
5. May and Alice
6. ladies and children
7. men and boys
8. cats and dogs
9. Smith and Brown
10. Helen and Ada
11. women and children
12. men and women

Use the possessive forms of the groups of words above to fill the blanks in the sentences on the opposite page. The number after each sentence will tell you which group to use. Remember that in separate ownership both words must have the apostrophe. In joint ownership only the *last* word has the apostrophe, as:

Tom's and *Mary's* hats (separate ownership)
Tom and *Mary's* father (joint ownership)

1. —— clothing is sold in this store. (7)
2. —— boat is painted white. (1)
3. Shall we go to —— store? (4)
4. —— hats were both pretty. (5)
5. —— signs were newly painted. (9)
6. The —— waiting rooms were in different buildings. (3)
7. —— hats hung side by side. (2)
8. The sign read, "—— suits made here." (6)
9. The —— reading rooms were on different floors. (12)
10. The —— recreation room was beautifully furnished. (11)
11. Did you see the —— quarters at the fair? (8)
12. Will you tell —— mother to come, too? (10)

170. A REVIEW

Write the heading of a business letter from each of these places. Abbreviate wherever desirable.

Cincinnati, Ohio
Lowell, Massachusetts
Charleston, South Carolina
Omaha, Nebraska
Tacoma, Washington
Providence, Rhode Island
Denver, Colorado
Pittsburgh, Pennsylvania

A pleasant surprise

Write sentences showing the difference in meaning between *course* and *coarse*, *principal* and *principle*, *seems* and *seams*, *straight* and *strait*.

Change the following indirect quotations to direct quotations. Then write them as divided quotations.

1. She said that it would be a very nice day to go to the park.
2. Mary said to herself that she would go down to the orchard after school and get some apples.
3. John said to his father that it would be a fine day to visit the zoo.

171. A STORY TO FINISH

Read the following paragraphs:

"I wish every one to stay after school to-night," said the teacher one pleasant afternoon. Resentful looks passed from one child to another. The cause of the punishment was not known and every one was wondering about it. An expression of uneasiness was very noticeable on each face.

At last three o'clock came. "Colonel Smith has brought his teams and will take us for a ride," announced the teacher.

"What a surprise!" the children shouted, as they climbed into the wagons.

Invent a title for the story, then finish it in any way you wish. The picture on the opposite page suggests an ending.

172. SECTIONS OF THE COUNTRY

Study the following sentences, noticing the use of capital and small letters in the words in italics:

1. Chicago is *west* of New York.
2. He lives in the *East.*
3. Columbus sailed *west* to find India.
4. He moved to the *West.*
5. The Civil War was fought by the *North* and the *South.*
6. Canada is *north* of the United States, while Mexico is *south.*

The name of a particular **section** of the United States is spelled with a capital letter, as in sentence 2. The name of a **direction** is spelled with a small letter, as in sentence 1.

Copy the following sentences, filling the blanks with *north*, *south*, *east*, or *west.* Be certain that you begin the name of a **section** of the country with a capital letter.

1. He traveled through the —— for two months for his health.
2. The Pacific Ocean is —— of California.
3. Have you ever read of the frozen ——?
4. It is usually very much warmer in winter in the ——.
5. The sun rises in the —— and sets in the ——.

Make other sentences, using *North*, *West*, *South*, and *East.*

173. SECTIONS OF THE COUNTRY

Fill the blanks below with the words following the sentences. Use capital letters where necessary. Remember that the names of directions do not begin with capital letters, while the names of sections of the United States do, as:

The sun sets in the *west.* (direction)
I shall visit in the *East.* (section of the country)

1. The winters are very cold in the far ——. (*north*)
2. Did you read about cotton raising in the ——? (*south*)
3. The wind blew from the —— last night. (*east*)
4. After the Civil War both the —— and the —— were in need of money. (*north; south*)
5. In 1849 many people rushed —— to hunt for gold. (*west*)
6. Father will go —— on the evening train to attend Congress. (*east*)
7. When the weather vane pointed —— the fishermen stayed at home. (*east*)
8. Does Mr. Jones live —— of town? (*west*)
9. India is often called the ——. (*east*)
10. John lives on the —— side of the street. (*north*)
11. Aunt Helen always spends the winter in the ——. (*south*)
12. Chicago is —— of New Orleans. (*north*)

174. QUOTATIONS

Read the following story carefully. Be ready to tell where the quotation marks are placed when the quotation is more than one sentence long.

The Traveling Musicians

Once upon a time a donkey grew so old that he was quite unfit for work. His master became tired of keeping him, and planned every day to put an end to him. The donkey feared for his life, and at last set out for the city.

"There I shall join a band," he said to himself, "and earn my living as a musician."

He had not traveled far when he saw a cat.

"Why do you look so sad?" he asked.

"Ah!" said the cat, "I am too old to hunt mice any more, and my mistress is planning to kill me."

"Come with me to the city," said the donkey, "and join the band. You are a mighty singer, and will be a great success."

"Very well," said the cat, and they journeyed on together.

A little farther on they met a dog lying by the wayside.

"Why do you lie there?" asked the donkey.

"I cannot hunt any more," replied the dog, "and my master will feed me no longer."

"Oh!" said the donkey, "come with us to the city. You can earn your living there. We are going to be musicians."

"Very well," said the dog, and he joined the party.

On they went until they came to a farmyard where they saw a rooster crowing with all his might and main.

"What is all this about?" asked the donkey.

"I shall be killed and eaten to-morrow," said the cock, "so I might as well crow as loud as I can to-night."

"That would be a shame," said the donkey. "Come with us to the city. We may get up a concert, and you can help in the chorus."

"I shall be glad to go," said the rooster, and all four went on their way together.

Copy a quotation consisting of more than one sentence. Copy a divided quotation.

Read the last sentence. What mark is after *rooster?* When another thought is added, as, *and all four went on together*, which is not a part of the quotation, it is separated from the rest of the sentence by a comma. Find and copy another sentence that has an **added thought.**

Study the difficult words in the first sentence; the capitalization; the punctuation. Then write the sentence from memory. Did you write it correctly? Write the whole story in this way. When you have finished, count the errors in the use of quotation marks, commas, periods, capital letters, and spelling. How many errors did you make in each?

175. A STORY TO TELL

Read the following story:

William Tell

Many years ago a man by the name of Gessler ruled the people of Switzerland. He was proud and wicked, and treated the people cruelly.

One day he *set* up a tall pole in the public square, put his own cap on top of it, and *gave* orders that every man who *came* into the town should make a bow before it. Every one *did* so but a man named William Tell. He would not do it, but stood up straight, and laughed at the cap.

When Gessler heard this he was very angry. He made up his mind to punish the man, so he sent for him.

"Tell," he said, "I have heard that you are a famous shot." But Tell *did not say anything.*

"Well," Gessler said after a pause, "I have heard so much of this boast of yours that I should like to see something of it. *You shall* shoot an apple *off* your boy's head at a hundred yards' distance."

"I will do anything rather than that," replied Tell. But Gessler commanded him to do it at once. The little boy was bound to a tree, the apple placed on his head, and the spot marked for Tell to stand.

Once more Tell begged the tyrant not to have him make this test of his skill. But Gessler replied, "Shoot, or both of you *shall die.*"

Tell took his place. He *drew* an arrow, examined it carefully, then stuck it into his belt. He *drew*

another, *fitted* it to his bow, took aim, and *let* it fly. The apple *lay* upon the ground, split through the center.

Tell was about to leave the place with his son when Gessler asked, "What was the other arrow for?"

"Tyrant," was the reply, "that arrow was for your heart if I had missed the apple, and I should not have missed my mark a second time."

Prepare to tell the story by finding how one event leads to another; by finding words or expressions that help to make each event stand out clearly; by learning to use both divided and simple quotations, and by using correctly the parts in italics.

176. A STORY TO REPRODUCE

Learn to spell these words from lesson 175.

distance	commanded
begged	tyrant
examined	through
proud	cruelly

Learn to write the names of two people and one place. Find two nouns showing ownership. Study the use of quotations and commas.

Read the story again. Make an outline. Write the story, following your outline.

Correct your work for margins, paragraphs, sentences, quotations, and spelling. How many errors were you able to find by yourself?

177. ORAL WORK

Read these sentences, choosing the correct words from those in parentheses.

1. May I (*sit* or *set*) where I can see the board?
2. He (*hain't* or *has n't*) been there for a very long time.
3. He looks (*like* or *as if*) he were ill.
4. John is better in spelling than (*me* or *I*).
5. Please let Mary and (*me* or *I*) go.
6. I will go as (*quickly* or *quick*) as I can.
7. Who (*brung* or *brought*) me the pretty flower this morning?
8. I did not know you (*was* or *were*) here.
9. I did not see (*anybody* or *nobody*).
10. She divided the books (*between* or *among*) her pupils.
11. We have never seen (*them* or *those*) sentences before.
12. She said that you and (*I* or *me*) might do the errand.
13. I see somebody in the next room with (*her* or *their*) hat on.
14. It was (*they* or *them*) that I was talking to you about.
15. He (*left* or *let*) go the rope.
16. You (*had n't ought* or *ought not*) to go.
17. He might (*of* or *have*) hurt himself.
18. No, it was n't (*I* or *me*).
19. Have you (*saw* or *seen*) her lately?
20. John replied, "I went (*in* or *into*) the room."

21. Then John (*run* or *ran*) down the street to see the fire.
22. I did not do so (*well* or *good*) in the examination this time.
23. Last Fourth of July every bell in the town (*rung* or *rang*).
24. I had just (*come* or *came*) back from lunch when it happened.
25. He works (*like* or *as if*) he meant to pass the test.
26. Is your mother (*laying* or *lying*) down?
27. Papa said to Rover, ("*Lie* or "*Lay*) still!"
28. John (*done* or *did*) the example correctly.
29. Mary and Jane help (*each other* or *one another*).
30. I have n't (*no* or *any*) pencil.

178. A REVIEW

1. east	5. northeast
2. west	6. northwest
3. north	7. southeast
4. south	8. southwest

Copy the sentences, filling the blanks with the words above. The figures following the sentences tell you which word to choose. Use capital letters where necessary.

1. The wind blew steadily from the ——. (6)
2. Does a —— wind bring rain? (4)
3. I shall visit in the —— first, and afterward in the ——. (1 and 4)
4. The captain headed his boat ——. (2)

5. Did you read the account of the discovery of gold in the ——? (2)
6. In 1840 Illinois was considered out ——. (2)
7. The Hudson River flows —— into the Atlantic Ocean. (4)
8. He took the —— bound train for Seattle. (3)
9. The farm you spoke of is —— of the city. (6)
10. Oranges grow in the —— as well as in the ——. (4 and 2)

179. COMMAS

Study the following sentences, noticing the use of commas:

1. John, where are you going?
2. I am going home, mother.

In the first sentence *John* names the person spoken to, and is separated from the rest of the sentence by a comma. What word names the person spoken to in the second sentence? How is it separated from the rest of the sentence?

Copy these sentences, putting the commas in the correct places:

1. Where are you going little maid?
2. Go to sleep baby.
3. I'm to be queen of the May mother.

Write two sentences, showing this use of the comma.

Make sentences about the books in the list on the opposite page.

Fairy Tales	Alice in Wonderland
Mother Goose	Fourth Reader

Write a sentence naming a newspaper that you read or know about.

Write sentences telling:

where the boy's and girl's hats were
where John and Harry's pony is
the name of your school

Write a quotation containing a question about:

a great event
a week's vacation
section of the country

Write a divided quotation.

180. A STORY TO TELL

Read the following story:

Robin Hood

Long, long ago there lived in *England* a man by the name of Robin Hood. In those days a man could keep his land and money only by fighting for them. An *enemy* would come with many *soldiers* and try to take away everything. This happened to *Robin Hood's home.* His father was killed and his home set on fire. Robin took his bow and *arrows* and fled to the forest, where he *pledged* himself to help the *weak.* There many men *joined* him. They formed a band and were known as the *Merry Men.*

One bright, *sunshiny* morning Robin took his bow and arrows and started off *through* the forest in search of *adventure*. Soon he came to a wide, deep river across which was a shady *bridge* so *narrow* that two could not pass. Robin started across the bridge. Just then he looked up and saw a very tall man crossing from the other side.

"Go back, and wait until I have come over," he called out to the *stranger*.

The stranger replied, "I have as good a right to the bridge as you. Go back yourself."

Robin was very *angry*. All his men loved him very much and obeyed him *instantly*, so he was not *accustomed* to this *treatment*. He drew an arrow from his quiver and was just about to shoot, when the stranger said, "Coward, will you shoot me when I have only a stick to defend myself?"

Robin saw that it would not be *fair*, so he threw down his bow and arrow, went to a thicket of trees, and cut himself a good thick oak stick.

"We will fight on the bridge," said he.

"*All right*," said the stranger.

It was very difficult to fight standing on so narrow a bridge, but they gave each other many hard raps.

At last Robin *received* such a blow that he fell backward into the stream. But in falling, he seized the stranger and they *struggled* together in the water. Almost *immediately* they scrambled to their feet, gasping and trying to shake the water from their eyes and hair.

Robin waded to the shore, and *raising* his silver

bugle to his lips blew a loud, sweet blast. Meantime, the stranger also waded ashore. No sooner was he standing on the bank than Robin's bowmen rushed up to the little bridge.

"Master," cried some of his men, "why are you so wet?"

"This man here tumbled me into the stream," said Robin. "But he is a good fighter. Let us make friends with him."

So they shook hands and forgot how hard they had fought just a few *moments* before.

The chief events in the story are given below. Which do you think the most interesting? Read the story to see how one event leads to the next. Read it again, finding expressions that will help you tell it well. Then tell the story, following the outline.

Robin Hood flees to the forest.
He forms a band called the Merry Men.
He seeks adventure.
He fights a stranger on the bridge.
The stranger and Robin Hood become friends.

181. A STORY TO REPRODUCE

Find and learn to write the following: the name of a country; the name of a person; words showing ownership; contractions; quotations composed of two sentences; the words *two*, *too*, and *to;* the name of a person spoken to.

Study the words in italics for spelling.

Write the story of Robin Hood, following the suggestions and the outline in lesson 180. Remember to begin a new paragraph whenever a different person speaks. After you have finished your story, read it through to see if your paragraphs are correct. How many mistakes did you make?

182. A LETTER

Read this letter:

86 S. Tenth Street
Newark, N.J.
June 6, 1914

Charles Scribner's Sons
153 Fifth Ave.
New York, N.Y.

Gentlemen:

I inclose in this letter a money order for $2.50, for which please send to the above address a copy of "Treasure Island," by Robert Louis Stevenson.

Yours truly,
Morton Kennedy

Copy the letter. Compare your letter with the book, and correct your work. What errors did you make?

Write to McClure, Phillips & Co., New York, ordering a copy of "Little Citizens," by Myra Kelly. Inclose a money order for $1.50.

Write a May Day story containing four paragraphs

183. A REVIEW

Copy these sentences, punctuating them correctly:

1. Mary are you reading Little Women
2. My dolls head is broken cried the little girl
3. Mens and boys shoes are sold here
4. As they lay there, the childrens hearts stood still with fright
5. Is Vt the correct abbreviation for Vermont asked Alice
6. Will there be a holiday too Washingtons Birthday
7. There are two houses in Congress said the boy the Senate and the House of Representatives
8. Miss Smith went East to buy her winter wardrobe
9. I should like to go to the county fair said the boy but the railroad fare is too much
10. It is n't for me to decide. It is for my mother said Charles

184. DICTATION

Dr. Brown's Guests

Dr. Brown's two nieces and their governess, Miss Worth, are here from Arizona. We called at the doctor's home to see them. It was interesting to hear of their home, for they live on a large ranch far from neighbors.

"There are four families whom we know and

visit, and besides, there are too many things to do to be lonesome," Ethel told me.

"Don't you go to school?" I asked.

"Oh, no, Miss Worth teaches us at home. We study, sew, read, ride our ponies, and play. The hours pass very quickly."

"My busy bees," said Miss Worth with a smile.

"Are you never afraid so far away?" asked another eager questioner.

"Afraid! Oh, no. There is nothing to be afraid of. Your automobiles and street cars here are much more frightful than our wild horses," Ethel said.

"That's right," laughed the doctor, as he patted her hand. "Stand up for your own."

It is easy to see Dr. Brown is fond of his nieces.

Study the story for dictation as follows:

Make a list of the difficult words to spell.

List the words containing an apostrophe to show ownership. (2)

List the contractions. (2)

Write the names of the people and the name of a state.

Find the following words and study their use:

their — there
two — too — to
here — hear
our — are
no — know

Find an added thought (see page 235), and learn how to punctuate it.

Study carefully the punctuation of the quotations.

The expression *Oh, no* is used twice in the story. Is it punctuated the same way both times? Why?

After you have finished writing the account from dictation, correct the errors by comparing your work with the book. Note the number of errors you have made in each of the parts you were asked to study. How many other mistakes did you make?

185. ORAL WORK

From this list choose the correct words to use with *has* and *have*, and be ready to give good sentences using them. Make six of your sentences questions.

showed	begun	seen
written	froze	ate
ran	taken	did
broken	chose	gave
chosen	saw	run
drank	grew	ridden
given	broke	gone
laid	done	sang

Read these sentences, choosing the correct words from those in parentheses:

1. It (*does n't* or *don't*) make any difference.
2. I have n't (*any* or *no*) more.
3. It was (*she* or *her*) who brought the flowers.

4. It was Jack who (*done* or *did*) it.
5. There (*are* or *is*) many flowers in bloom now.
6. John (*had n't ought* or *ought not*) to go.
7. (*May* or *can*) I sit with Harold?
8. Dick left his coat (*laying* or *lying*) in the yard.
9. She shouted (*like* or *as if*) I were deaf.
10. Do not (*leave* or *let*) go the ball.

186. A LETTER

Albany, New York
June 2, 1914

Dear Bertha,

Last week I went to a fancy dress party. Did you ever go to one? It is such fun. Mrs. Brown sent out invitations to all Mary's friends, asking them to come Friday night in fancy dress.

Every day at recess and after school, too, we talked about what we should wear even though we meant to keep it a secret.

Finally the night came. Mary had asked me to come early so she and I could enjoy seeing everybody arrive. Grace came first. Her dress was white, covered with large blue flowers. It was made very long, with a full skirt. She wore her mother's hat and looked like a lady of long ago.

Susan's dress was white and short. In fact it was her baby sister's dress. She wore a pretty pink sash and looked about four years old.

Jane's dress was one she found up in the attic in an old trunk. She looked so funny in it that every one laughed heartily.

Mary's gown was the prettiest of all. Her aunt had been in Holland and had brought back a little Dutch country girl's dress. Her wooden shoes made a queer noise when she walked. She lost them so often that finally she had to get her own.

The evening's fun was over too soon for all. We think it will be fun to have another party some time and invite the boys.

Your friend,

Nellie Short

Write the name of the lady who sent out the invitations.

Find and write eight words that show ownership.

Find and write the name of one country and the people who live there.

Find and write two sentences containing *too*. Notice the marks that set off *too*.

Study the difficult words for spelling.

Pretend you are Nellie and write the letter to Bertha as nearly as you can remember it, or, write about some party you have attended.

When you have finished, look carefully at the heading, salutation, and closing, and correct your errors.

Read your letter, sentence by sentence, to see if each sentence tells something clearly, and if the beginning and ending of each were remembered.

Read again for paragraphs. Did you remember to tell all about one subject while you were writing about it the first time, or did you, in another part of your letter, go back and tell something more about the same thing?

Perhaps you used some words that show ownership. Did you write them correctly?

187. A STORY TO WRITE

Read the following play, then write it in the form of a story. Be careful to tell everything that the play tells, but write it in your own words. Refer to the play for the spelling of difficult words.

How the Fox Lost His Meat

HUNGRY FOX JACKAL

ZIRAH, *a boy*

TIME: *One morning*

PLACE: *Near a hen yard*

HUNGRY FOX (*finding a piece of meat*). This looks good. I have not tasted food for several days, so I will take it home and eat it.

(*He starts on a trot toward home, but notices a hen yard, where he sees four fat fowls scratching for worms, and his mouth waters. He drops the meat and gazes longingly at the hens.* JACKAL *comes along.*)

JACKAL. Friend Fox, you seem perplexed. Tell me your trouble, and it may be that I can help you in some way.

FOX. Yes, friend Jackal, you are right; I am perplexed. I have here a piece of meat which I am carrying to my hole, but I should like one of those fowls for my second course.

JACKAL. Take my advice, and let those hens alone. I have long had my eye upon them, but they are watched by a boy named Zirah. There is no way to catch them without being seen. You have a fine piece of meat. Be content with it, and go home. (JACKAL *watches.*)

FOX. No, no; I will not give up the hens.

(*He lays down the meat and creeps into the yard. The* JACKAL *runs away with the meat. The* FOX *is quite near the largest fowl, when* ZIRAH *throws a stick at his head. Fearing for his life, the* FOX *springs over the fence and goes back to get his meat, but no meat is to be seen.*)

When you have finished, read your story over to see that you have mentioned all the details. Is your story as interesting as the play? Were you careful about paragraphing your work?

188. DICTATION

The Broken Window

No one knows how I found out that the two new boys in our neighborhood broke four window panes in the wood shed.

As an excuse to come into the yard, they threw their ball through a hole in the fence. Then they

climbed over and spent a whole hour trying to find it in the grass. They were too busy to see father's bee hive, but the bees were not too busy to hear them. One of the boys went too near the hive and out came the bees to see about it. A battle between boys and bees followed and of course the bees won.

One boy, screaming with pain, ran for the fence. The other rushed blindly toward the house. Rover met him at the corner of the shed. In the struggle that ensued up went a hand straight into the shed window.

But this is a secret! You must not tell for the boy himself came and told me about it. I liked the way he did it and so would you.

There are nine groups of words like *two — too — to* in the story. List them and be ready to write them correctly when the account is dictated.

Find and learn how to use the possessive noun and the exclamation point.

Study the content of each paragraph so you will be able to paragraph your exercise correctly.

When you have finished writing the story from dictation, open your book and correct your work. Did you write it perfectly? If not, in what part did you make the greatest number of errors?

NEW LANGUAGE FACTS IN WRITTEN WORK

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SUGGESTIONS TO TEACHERS

With so many language books already in use, there would be no good reason for writing another series did not the change in industrial conditions demand a new treatment of the subject. This demand is widespread and manifest to all. That our schools have recognized it is evident from the introduction into the curriculum of such subjects as civics, handwork, agriculture, manual training, and domestic science. Since none of the established subjects could be dropped, and a place for the new courses had to be made, it very naturally has come about that every subject in the curriculum of the elementary schools is being closely scrutinized to see that only those points remain that are essentials of the common knowledge of the race or are useful in everyday life.

In this series the subject-matter of language and grammar has undergone such scrutiny. Each point has been considered with regard to its value in obtaining the best oral and written expression, and its place in the scheme fixed according to that value.

The demand for an earlier start by boys and girls upon the actual training that is to fit them for their life work means not only omitting all non-essential features but also teaching all essential facts in the shortest time possible. This has brought about a careful study of methods with regard to their effectiveness, and, as a result, some traditional methods have been discontinued and others created to meet the new conditions.

The multiplicity of subjects and the limitation in time have materially decreased the amount of attention a teacher can spend upon any one subject. Therefore, a text so simple that the child is able to make the greatest possible progress in the study with the least possible help from the teacher is necessary. In this series especial care has been taken to put all directions and the few necessary explanations into such extremely simple language as to make the pupils' work practically automatic.

Simplicity has also been secured by the introduction, so far as possible, of only one new language form at a time. In this way the attention of the pupil is concentrated upon this one new and unfamiliar thing. Every other element in the sentence is already known and is, therefore, a review. Exercises are provided for drill until the habit of using the new form is well established; then

another step in the orderly introduction of forms is taken. The system herewith presented not only introduces a single new form at a time, in order that attention may be concentrated upon each one, but also reviews it systematically throughout the series.

And here arises a serious problem that every teacher must face: What shall be done with the child who needs more drill upon a certain individual point than the majority of the members of the class? In this text the problem has been solved by providing supplementary exercises, in the form of A, B, and C lessons, which contain the same material as the original lesson arranged in a somewhat different way. Children who are perfect in the first lesson are to be excused from the second drill. This creates a very powerful incentive to do each lesson well the first time it comes up.

Time for the supplementary work need not be a serious drawback. The child may be allowed to take up the extra exercises at any moment during the day when he has finished some other lesson, or he may come a few minutes early the next day. It may be allotted him as home work but this is rarely satisfactory, as inadequate facilities for writing in many homes tend to produce careless work. Some teachers have used part of the time allowed for handwork for these extra lessons. The point is this: For children, who are *perfect* in the preceding lesson, the extra work is a waste of time, and if the slower children do the extra lessons, the close of the term will find them ready for promotion with the remainder of the class; if they do not, they join the increasingly large number of "left overs" who sooner or later drop out of school.

A few fortunate children have as an inheritance the ability to express correctly what they have to say, but with a large majority a sense of correctness or incorrectness must be built up. This requires drill through various devices. The author has for many years collected errors made by children. She has found that, as the children grow older, some errors slough off, as it were, without any special drill; some are local, but the large majority are habitual. Some of the errors occur only in writing; therefore, only written exercises can be effectively used to eradicate them. On the other hand, mistakes in oral speech depend for their avoidance chiefly upon ear training.

The amount of preparation for oral work that a child may do by himself is limited. It is here that good recitations are the greatest necessity. It rarely happens that a single correction of a form is

sufficient. Far more often, constant correction is required and many repetitions of the correct equivalent are necessary. In this series the forms of oral work are presented, a few at a time, in sentences to be studied, then in sentences to be constructed in answers to questions, and finally in stories to be told, using these forms. By the use of italics, attention is called to the special language *facts* under consideration.

Throughout the book will be found many simple marginal illustrations. These pictures are designed to increase the child's interest in the text and to aid him in forming clear mental pictures.

There is a popular bit of pedantry which runs, "Never permit a pupil to see or hear an incorrect form." If the prohibition were limited to errors which the child does not hear almost daily, and which he, himself, makes, then it would be a wise one. But with the class of errors such as *seen* for *saw*, *come* for *came*, *laid* for *lay*, *drunk* for *drank*, which are as common as language itself, the case is altogether different. Unless the child is taught that these expressions are definitely incorrect, he will not know this fact. He must be taught the correct equivalents for them. To be taught that *I saw the cat* is correct, in no way teaches that *I seen the cat* is wrong. We need to put the stamp of definite disapproval upon these *very* common blunders.

Statistics show that about twenty-five per cent more errors are made in spelling than in any other one element of composition. On this account a great deal of care and effort has been taken to discover those words most commonly used by pupils in sentence-making and so to plan the text that these words shall be used many times. A simple and somewhat distinctive method for learning spelling is that of having the child fix a picture of the word in his mind. At first he is expected to hold in his mind only one word, while he writes it. Later, a second word is added and he studies two at a time and writes them from memory. Finally, he is asked to study and write three words at a time. Beyond this number, the effort made by many children to remember the words detracts from the attention which should be given to the succession of letters, and is not profitable. The child should acquire the habit of referring to the book to see that each word is correctly spelled. This process saves the teacher's time and strengthens the child's mental picture of the word. To prevent the habit of working without thinking, this same method has been applied to the exercise of copying sentences.

The children, having learned to hold in mind three disconnected words at a time and to write them from memory, are now asked to hold in mind and write from memory an entire sentence. They cannot do this without effort or thought. The sentences are short at first, and are lengthened as the child's ability increases.

The best results will be obtained and much labor saved the teacher if the children are taught from the beginning to correct their own work and mark the number of errors. Wherever correction by the pupil is possible definite directions are given. This plan makes the correction of errors of some value to the pupil and relieves the teacher of fatiguing and unnecessary labor. It yields great profit to the pupil by placing the responsibility upon him; it shows him his special failings and enables him to guard against these mistakes in the future; it also stimulates his ambition.